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ABSTRACT

The present Sri Lanka system of education and training (the school sector, the university sector, and the sector of vocational/technical education and training) has many weaknesses. In response to this situation, the Government of Sri Lanka appointed three committees to study and report on general education, technical education, and national apprenticeship training. This document contains the proposals submitted by the three committees as the result of their research and deliberations. Under the reform proposals, the new system of education will consist of three distinct segments: (1) a school system to provide general education; (2) a university system; and (3) a tertiary education system. The main objectives for these suggested changes, a description of the nature of the changes, and the requirements and policies outlined in the proposals are contained in the document. Other reform proposals included in the document cover areas of (1) education policy and organization; (2) school administration; and (3) the teaching profession. Appendices include (1) a summary of recommendations and (2) information about the three committees (their membership and their terms of reference). (IW)

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Education Proposals for Reform

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GENERAL
UNIVERSITY AND
TERTIARY (VOCATIONAL, TECHNICAL AND PROFESSIONAL)

2

MINISTRY OF EDUCATION
IN COLLABORATION WITH
THE MINISTRY OF HIGHER EDUCATION AND
THE MINISTRY OF YOUTH AFFAIRS AND EMPLOYMENT

1981

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CORRECTION SLIP

1. "Education Development Board (Para 140)" on contents page 3 should read "Education Advisory Board (Para 140)."

2. "Education Development Board" on the last page of the Introduction and Nos.140,141,142 on page 22 should read "Education Advisory Board."

3. Numbers 10,15,17 in the chart on Existing System of Education/Training should read 11,16,18.

4. Numbers 9,12,15,17 in the chart on Proposed System of Education/Training should read 10,13,16,18. The box containing of words "Collegiate Level" should also be grades 12,& 13 in it.

INTRODUCTION

Education today is a much broader concept than it was in the past. Primary, Secondary and Higher, Formal and Non-formal, General, Vocational, Technical and Apprenticeship, recurrent, life-long, adult,community, pre-service and in-service are some of the terms used to describe facets of this complex domain. Viewed from a perspective of broad national development needs this entire field can be seen as consisting of three major sectors. There is the school system at one end and the University system at the other. The third sector would cover a host of programmes of widely differing types and at various levels, they cater to different age groups and are provided by a number of state and private agencies that serve the vocational, technical and community education needs of the people. This last sector of the education system is a motley of sub-systems when compared with the first and the second . However, the role it plays in the education and training of the people is becoming more and more important.

Of these three major sectors by far the largest is the school system. In 1980 of the total government recurrent budget for various education and training programmes run by a number of Ministries and government departments, as much as 80% was spent on the school system. The present school system is largely the cumulative outcome of reforms introduced during the preceding four decades. The Kannangara Special Committee reforms of the early forties which included the opening of Central Schools in rural areas, introduction of Free Education and the adoption of the mother tongue as the medium of instruction, are landmarks in the country's educational history. The guiding principles of these reforms were the removal of privilege in education and the need for equalization of educational opportunities for all children in all areas. The other major recommendations of the Kannangara Special Committee for the setting up of Vocational and Technical Streams in schools went by default. The few attempts made to bring crafts and vocational subjects into the school curriculum failed.

However, with this democratization of schooling, enrolments at all levels in the school system rose very rapidly. The school-going population as a percentage of the total population rose from 13 in 1943 to 18 in 1950. It is 21.7% at present.

By the sixties large numbers of youth of both sexes with more and more years of schooling and enhanced employment expectations were coming out of school. The country's economy, kept buoyant till the late fifties mainly by the surplus coming from the plantation sector, was now facing serious problems. It failed to expand commensurately. Modern sector employment was unable to absorb even a fraction of the large numbers of 'educated' youth seeking jobs. By the end of 1977 the general unemployment rate had reached 20% of the work force. Its incidence among youth was much higher than the general figure and was higher among the more educated than among the less educated.

The response of the labour market to this severe imbalance between the availability and the demand for modern sector jobs was to keep on raising the level of educational qualifications needed for various grades of employment. This was aggravated by the fact that the bulk of the employment offering was in the state sector in which centralized recruitment and paper qualification based selection obtained. The impact of this on the school system was that education including the school curriculum came to be dominated by emphasis on examinations. Co-curricular activities and other parts of the unwritten curriculum that contribute so much to the development of the child's character and personality were eroded out. Both the content of teaching as well as its methods suffered from the crippling influence of examinations. Tutories sprang up in large numbers and private tuition for pupils even in the middle grades became the order of the day.

The major weaknesses of the school system may be summarized as follows :

i. State schools numbering over 9500 cover a very wide range both in pupil numbers as well as the facilities they make available. They compete as separate, individual institutions firstly, for the limited resources provided by the State and secondly, for a clientele among the parents. In this situation in spite of various regulations on school admission a few large and rich schools continue to grow larger and richer while the small and poor schools become poorer. This is harmful to both groups as well as to the total school system.

ii. Schools have become more a medium for competition than institutions imparting sound all-round education. Excessive emphasis on examinations has led to an impoverishment of the content of learning inside the classroom and dimunition of the importance of those most valuable outcomes that accrue from co-curricular activities. In serving primarily the scramble to reach the top, the needs of the majority who cannot get there are neglected.

iii. What gets most attention is subject matter that can be tested at national-level written examinations. What tends to be neglected are other, equally if not more important aspects of the curriculum such as content of local relevance and practical subjects.

iv. The Teaching Service is influenced by a number of factors which tend to lower performance levels. Recruitment of teachers based solely on paper qualifications without any pre-service training; the low salary scales that they obtain and the resulting discontent in the profession; and an all-island transferable service that fails to engender in teachers a sense of loyality and commitment to the school are some of them.

The University system too, expanded although not to the extent as the school system, in response to the rising demand. Such expansion in spite of inadequate resources and poor planning led to a deterioration of quality. The glaring weaknesses of the University system are :

i. Non-availability of sufficient literature in swabasha for the large majority of the under graduate students, who are consequently obliged to rely almost wholly on lecture notes.

ii. The failure of the Universities to live up to their expected roles as communities excelling in learning and research.

The third sector of the education system, the assortment of technical, vocational and community education programmes conducted by a large number of both public and private sector organisations adopting a variety of modes and catering to diverse target groups cannot be called a system in the true sense of the word. These programmes have proliferated without any co-ordination. However, their strength lies in the fact that the majority of them cater to specific and urgent needs. Therefore what they teach is generally utilized soon after it is learnt. Where this is not the case the programmes do not survive long. This fact could also make this group of education and training programmes the one with the quickest impact on the productivity of the country's human resources. The outputs of the formal system take a longer time to be productive. No reform of the country's education and training system can overlook this variegated group. Without curbing the vitality, it seems to derive from not being subject to state regulation, action has however, to be taken to ensure that this critically important sector of the country's education and training activities is expanded, supported and guided in order to optimise the development of skills and the utilisation of human resources.

The present system of education and training, namely the school sector, the University sector and the sector of vocational/technical-education and training have many weaknesses, which if not overcome, would render these sectors more and more dysfunctional. Formulation of solutions to the surfacing problems should be based on a sound analysis of the current situation. Therefore, the Government appointed three Committees to study and report on General Education, Technical Education and National Apprenticeship Training respectively. The terms of reference of these committees and the names of their members are given in the Annexes. The content of the three reports was studied by a number of groups and the proposals contained in the present White Paper are the outcome of their deliberations.. A Committee was also appointed to report on the teaching of religion in schools. They were required to pay special attention to those learning outcomes in religion that go beyond mere knowledge and also examine how Sunday schools and other similar organisations could collaborate with schools to improve the quality of religious education. In the present White Paper, recommendations on Religious Education have been held back until the report of this Committee is received. The utilization of the television medium for educational purposes is among the subjects being studied by a Committee appointed by the Ministry of State in consultation with the Ministry of Education. Once the report is received, action will be taken to use the powerful medium of television as an additional mode in education not only in the school system but also in the area of tertiary education envisaged under these proposals.

Under the reform proposals, the new system of education will consist of three distinct segments :

i. School system to provide general education
ii. University system and
iii. Tertiary Education system.

SCHOOL SYSTEM

The span of General Education open to all will consist of,

i. 5 years of Primary schooling in Grades 1 to 5.
ii. 3 years of Junior Secondary schooling in Grades 6 to 8, and
iii. 3 years of Senior Secondary schooling in Grades 9 to 11.

An examination with certification at School-cluster level will be held at the end of Grade 8 to enable early school-leavers to obtain a certificate. There will be no selection or streaming based on this examination. The span of General Education will terminate with the General Certificate of Education Examination held at the end of Grade 11.

The last two grades in the school system, Grades 12 and 13 will be accessible only to those with a strong academic aptitude and will prepare students for the University Entrance Examination that will replace the present G.C.E.(A.L) Examination.

In order to minimise the disparities in schooling facilities that obtains within the network of schools and also to achieve greater efficiency through rationalization within the system, schools will be organised, wherever possible, into clusters of schools. A cluster is a group of schools in a cohesive geographical area and would be developed and managed as one whole, to serve the educational needs of the entire area using the resources available, to the best advantage.

In order to improve the performance of the Teaching Service the following steps will be taken :

i. Recruits to the teaching service will be given pre-service training before being posted to schools.
ii. A District Teacher Service that would enable teachers to serve in the districts of their choice will be set up.

UNIVERSITIES

Selection to the Universities will be based on the University Entrance Examination but a proportion of places of graduate and post-graduate courses will be reserved for those in employment.

Universities will be developed into centres of excellence devoting a good proportion of their resources to post-graduate studies and research. Opportunities will be provided for post-graduate and post-doctoral studies. Links will be established with foreign Universities for the exchange of senior academic personnel. Similar exchanges with Senior professionals and researchers from state as well as private sector organisations will be encouraged.

The Open University will enable those in employment and others who cannot devote their full time to studies to pursue higher studies. The Open University will concentrate initially on courses needed for meeting the urgent manpower requirements of the country.

TERTIARY EDUCATION SYSTEM

A Tertiary Education Commission will be established for the purpose of guiding, co-ordinating, developing and supporting non-University Higher Education and Technical and Vocational Education.

A large number of students on the completion of their general education will be selected for tertiary education courses. In addition self-enrichment courses will be available for those who have left the formal education system. These will be catered to primarily by

a) The Professional Colleges providing courses for a wide range of established professions.

b) The Technical Education authorities providing technical and vocational education at all levels.

c) The Agricultural Education Board providing practical Agricultural Education and

d) The Open School providing self-enrichment courses as well as courses for re-entry into the formal educational system.

The Professional Colleges and the Technical Education Authorities will come under the purview of the Tertiary Education Commission.

The Post-General Education segment will be one of recurrent education enabling re-entry into the educational system at different points for full-time or part-time courses. The courses will be structured in such a way as to permit the selection of those who have gone into employment after completing their general education or after obtaining a tertiary education award. This will provide an alternative path to those who want to improve their education and thereby reach the upper echelons of the various professions and services.

After the span of General Education the system proposed will take the following form :

1. According to the performance at the G.C.E. those with a strong academic aptitude will be selected for Collegiate Courses leading to the University Entrance Examination. This will enable them to enter University and certain Professional Colleges directly.
2. A large number of students on completion of their general education will leave the school system to follow Professional, Technical, Vocational and Agricultural courses.
3. A similar number of students will leave the school system to seek avenues of employment.
4. Those who complete the Professional, Technical, Vocational and Agricultural Courses, will after a period of work-experience be entitled to apply for higher-level Courses (including those at the University) in the same field or different fields.

5. Those who have left the school system for employment will after a period of work experience be entitled to apply for tertiary-level courses including degree courses.

An island-wide network of Open Schools will be organised to provide further education to those of all ages who have left the formal education system. One important function of the Open School will be to offer the services of a Support Centre for those who have left school to enter the world of work. It will also provide support for those in employment to re-enter the education system for full-time or part-time courses.

POLICY REVIEW

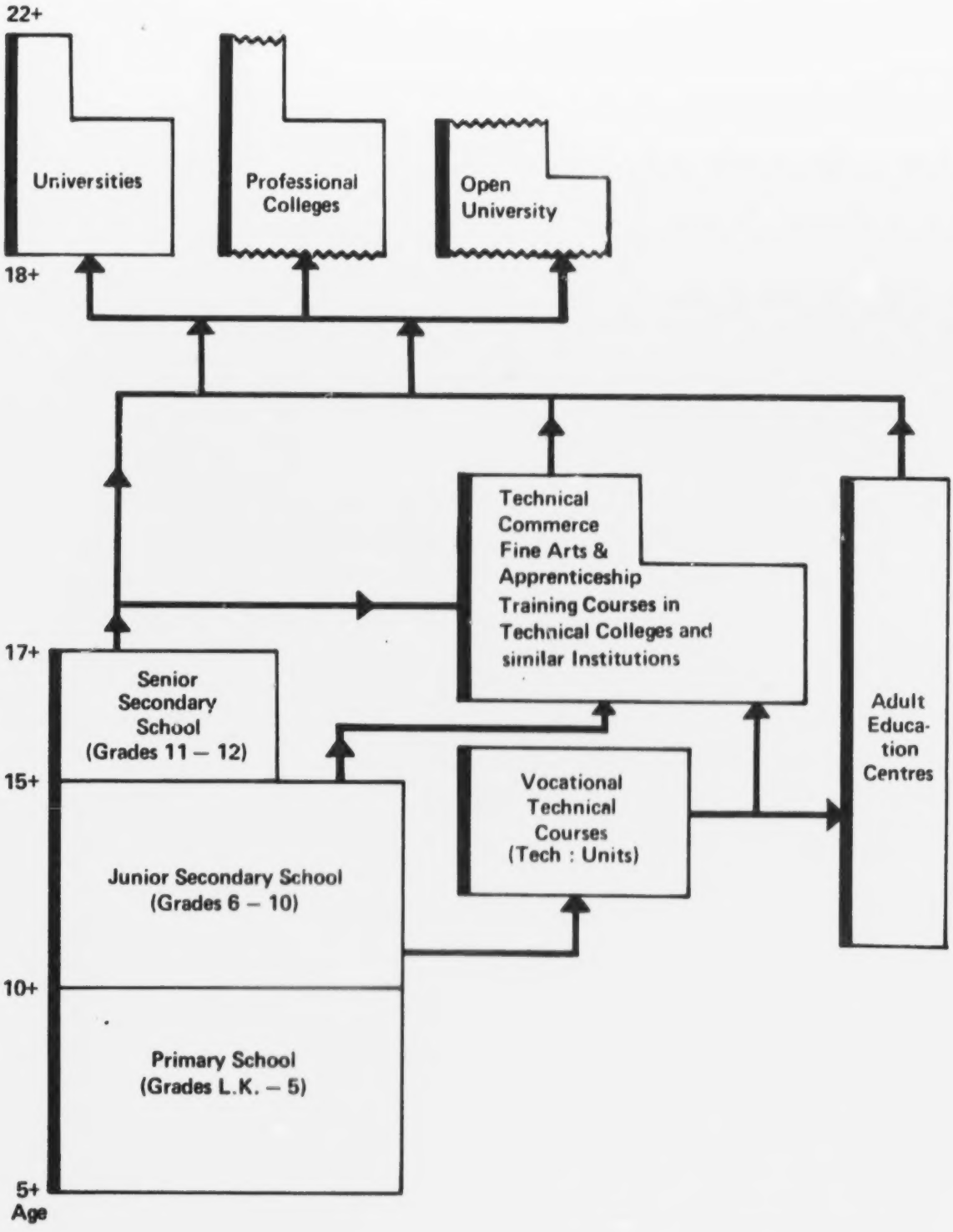
A National Education Council will be established to advise the Government on all matters pertaining to Educational policies.

An Education Development Board will be set up to keep the policies of the Ministry of Education as well as their implementation under review. The Board will convene a National Convention to provide a forum for the review of Educational policies.

ESSENTIAL SAFEGUARDS

Many an educational reform comes to grief because of hasty implementation without adequate preparation. Not only does this defeat the objectives of the reforms but also it invariably causes irreparable damage to the younger generation that becomes the guinea pig of such abortive reforms. Therefore, once the reforms have been accepted after public debate and discussion in legislature all necessary safeguards will be taken to ensure that pupils and students , for whose benefit these reforms are being drawn up do not come by any disabilities as a result of poor planning or hasty implementation.

EXISTING SYSTEM OF EDUCATION/TRAINING



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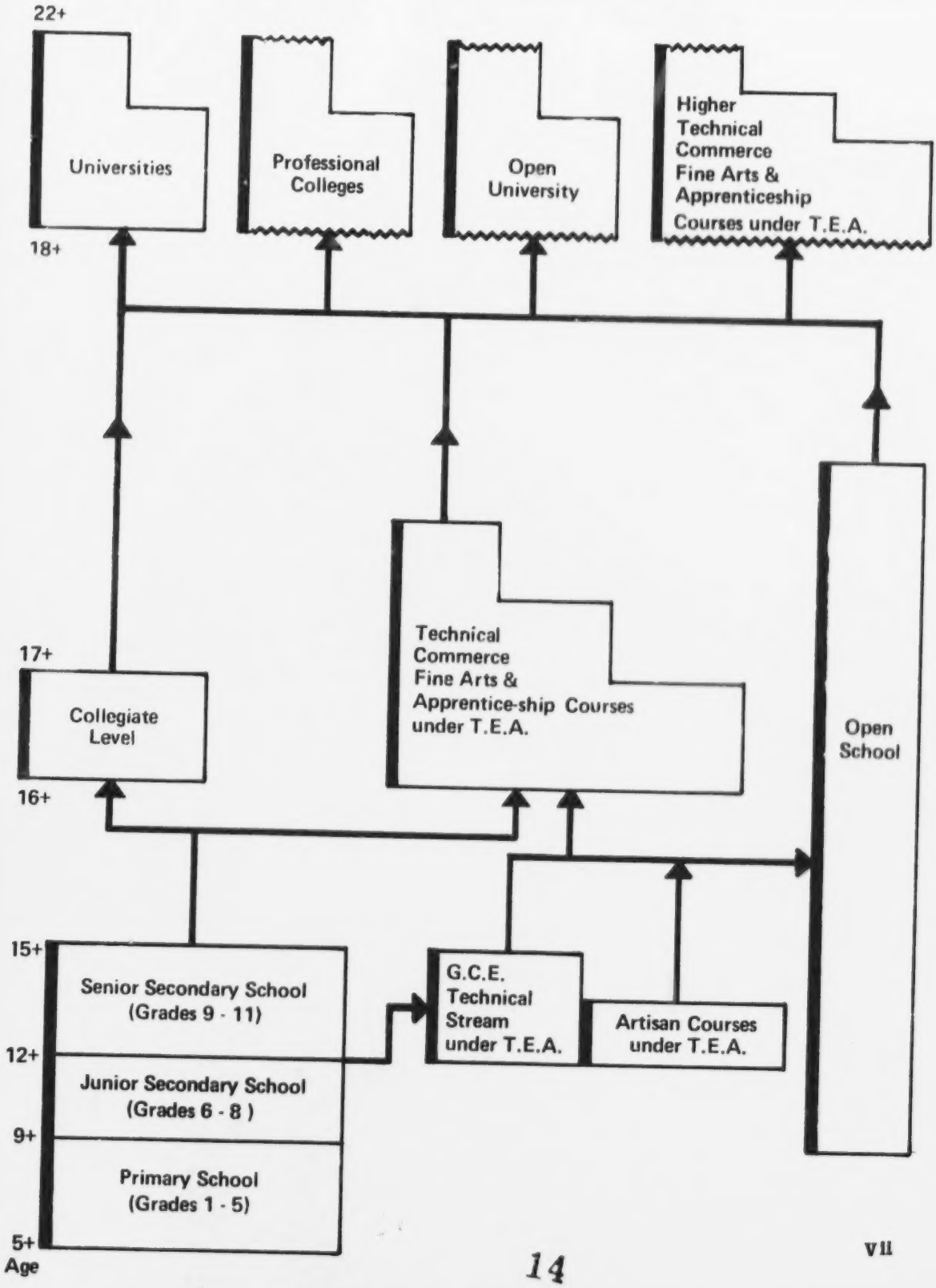
PROPOSED SYSTEM OF EDUCATION/TRAINING



GENERAL EDUCATION

Main objectives of the changes

1. The changes that will be introduced in the scheme of general education, in particular the re-structuring of the span of schooling, the revision of the curriculum, text books and examinations are all intended to promote more effectively the harmonious growth of the child and to prepare him more purposively than before for life and work in society. Each of the three phases of general education span -- Primary, Junior Secondary and Senior Secondary has been so structured and its curriculum and text books will be so devised as to optimise the assistance which the school system can give the child at each stage of his development.

The new structure

2. The 11 year span of general education will be re-structured into three phases. This will enable the introduction of a standard school-leaving examination certificate. It is expected that this would reduce the number of drop-outs in Grades 6 and 7 by inducing pupils to stay on in school to obtain certification. Such certification would also benefit pupils who wish to seek early vocational specialisation by enabling a proportion of them to join courses coming under the Technical Education Authorities at an early stage.

3. A Child's schooling will, as at present, begin at the age of 5 plus. But instead of six years of primary education there will be five, comprising the first phase. Of the remaining six years of general schooling, the first three will extend from Grades 6 to 8 , termed the Junior Secondary Stage and constituting the second phase. The latter three years, from Grades 9 to 11 are called the Senior Secondary Stage and comprise the third phase. The 11 year span will be followed by a two year collegiate course (Grades 12 & 13) for those proceeding to an academic-type higher education.

4. There will be two examinations with certification during the span of general education. The first will be at the end of Grade 8 and will be at the level of the school cluster, the general organizational unit into which most schools will be grouped. The second examination will be termed the General Certificate of Education Examination, with national certification and will be held at the end of Grade 11.

5. While the provision for certification at the end of Grade 8 will permit a proportion of the pupils to join institutes coming under the Technical Education Authorities (T.E.A.) immediately after qualifying at that examination, the major stage of entry to the T.E.A. courses will be after Grade 11, i.e. after the General Certificate of Education Examination. (Vide Charts on Pages VI, VII). Entry requirements for admissionto these courses will stress the aptitude for the various vocations.

THE PRIMARY SCHOOL (GRADES 1 TO 5)

6. The Primary school years, five plus to ten plus, are an important phase in a child's development. During this period a child's creative talent needs to be developed and its capacity enhanced so that the child could achieve fulfilment in later life. The quality and variety of the child's experiences and the nurture he receives in the primary school will to a great extent influence the subsequent growth of his personality.

At 5 plus, when the child first goes to school he enters a social environment which is completely different from the one he has experienced within the home. Consequently, he has to face many problems of adjustment. The curriculum is intended to assist him in making this adjustment and widening his experience. The child also brings to the classroom a store of experiences which he has gathered in his first five years. The curriculum has to be organized in such a way as to enable him to draw upon these valuable experiences and express his personality through such natural gifts as miming, acting, dancing, singing, drawing, observing nature and natural phenomena.

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7. This emphasis on creative activity will be sustained throughout the entire primary school curriculum, which will remain integrated. The curriculum will seek to stimulate the child's natural curiosity and cater to his desire to find things out for himself.

8. This approach does not mean that the formal basic skills in Reading, Writing and Arithmetic – word recognition, correct articulation of words, shaping of letters, correct grammar and syntax – will be ignored. The child will be assisted to acquire these skills in a meaningful, rather than in a mechanical way.
The content of the primary school readers will be related to other aspects of the curriculum and environmental activities.

THE READERS

9. The reader will occupy a significant place in the teaching and learning process, at this stage. The content of the series of readers will be based on themes which relate to the social, economic and cultural needs of the country as well as to the characteristic needs and activities of children at different age levels. They will be made comprehensive enough to serve as a means of arousing interest in a wide variety of experiences and fields of knowledge. Thus, they will also help reduce the knowledge gap between deprived groups of children and those with access to supplementary readers. The initial readers will also have a planned vocabulary.

10. The scheme now in operation for providing free text-books has made it possible to have more than one reader per grade because the number of copies printed makes it economical to do so. Therefore at little extra cost it is possible to have several readers in one class. These could be exchanged among the pupils and thus more reading material could be placed at the disposal of each child. This arrangement can to a considerable degree meet the need for supplementary reading material.

EVALUATION AT PRIMARY LEVEL

11. Assessment of pupil performance at the primary level will seek to promote the child's growth as a person acquiring skills and will be part of the teaching activity. Frequent testing and multiplicity of tests will both be avoided. There will be general testing every term with provision for testing learning of a topic for remedial action. The assessment of pupil performance will seek to monitor gradual development, using as criteria of reference the syllabus, facility in skills and the child's natural abilities. In order to guide teachers in evaluation, measures such as individual assessment, class evaluation procedures, self evaluation by the child and testing of the various processes of learning, all of which are now in use in some schools, will be refined and adapted for large-scale use. A Pupil's Evaluation Record beginning with the primary classes will be designed, printed and issued to schools. The evaluation record data will be used to prepare the proposed 'Pupil Performance Profile'.

The Grade 5 Scholarship examination which is taken seriously both by schools as well as by parents, promotes mechanical drilling with model questions and also private tuition. This distorts the teaching programme in the upper primary grades and tends to defeat the educational objectives of the primary curriculum spelt out earlier. In order to counter this, the present method of awarding bursaries at Grade 5 will need to be modified.

THE JUNIOR SECONDARY SCHOOL (GRADES 6 TO 8)

12. The curriculum at this level will be based on the need to consolidate the basic knowledge and skills acquired by the pupil at the Primary level and lay the foundation for further education; and introduce him gradually to the 'world of work' by providing for the acquisition of certain simple skills relevant to a range of vocations. It will also seek to stimulate the pupil's awareness of national needs pertaining to socio-economic development, commencing with an understanding of the school district. The civic training he will receive at this stage will emphasise the objective of national integration.

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13. The curriculum will consist of the following subjects :

1. First Language
2. Religion
3. Mathematics
4. English
5. Science
6. Social Studies
7. Aesthetic Studies
8. Life Skills
9. Health and Physical Education

Civic training will be provided for by the incorporation of appropriate components into the above subjects.

Schools wanting to do so may introduce Practical Sinhala/Tamil as a tenth subject.

LIFE SKILLS

14. This new subject will replace the technical subjects in the present curriculum at this stage. The main aims of teaching this subject are :

- to introduce the child to the 'world of work' and inculcate in him a positive attitude towards it.
- to provide for domestic skills, graded as appropriate for the age-group to help the pupil acquire some familiarity and proficiency in the use of common tools and appliances.
- to provide for certain pre-vocational skills and make pupils proficient in simple skills relevant to a range of vocations.
- to provide for an activity-based subject to give the non-academically-oriented pupil meaningful learning activities in which he can excel.

EVALUATION AT JUNIOR SECONDARY LEVEL

15. The evaluation of pupil performance will be done in two ways :

a) Continuous in-course assessment or assessment by the school against a checklist
b) End-of-course examinations.

A practical and rational scheme for continuous assessment is essential. Evaluation should be understood as a continuous in-course assessment undertaken at regular intervals within a course of studies. In-course assessment does not refer to assessment only in the traditional examination classes. It is the assessment of pupil performance throughout the education system modified so as to make it practical and rational.

CONTINUOUS ASSESSMENT

16. Continuous assessment is a mode which incorporates a number of techniques entailing written, oral and practical assessment. It is suited particularly for testing of manual skills in practical subjects which do not lend themselves to satisfactory evaluation under the traditional terminal examinations. It also provides feedback, both to pupils and teachers and thus facilitates the continuous monitoring of their performance. The feedback information provided to the child by way of evaluaion of his progress will help him monitor his own progress, giving him the information he needs to improve his performance. Guidelines and instructions will be formulated for implementing the system of continuous assessment and teachers will be trained in the procedures and techniques of assessment. A system of maintaining records will be designed and provided to schools.

17. The evaluation record data will be used to prepare the Pupil Performance Profile, which will be designed to include all aspects of pupil activity given below.

FIELDS OF ASSESSMENT

18. Assessment of pupil performance will not be confined to academic subjects only. All aspects of pupil performance, academic as well as non-academic will be subjected to continuous assessment at all grades in the school. These will include :

- Academic subjects
- Work-oriented activities (vocational subjects, project work, hobbies, etc.)
- Co-curricular activities (community participation, societies, clubs, etc.)
- Sports
- Creativity (Aesthetics, Technical)

SAFEGUARDS TO ENSURE STANDARDS AND RELIABILITY OF ASSESSMENT

19. In recognition of the need for some form of external moderation and supervision the following procedures will be adopted. The term/half year/end-of-year tests will be conducted on a common basis for a cluster of schools by a board consisting of representatives of the schools in the cluster. A broad spectrum of tests will be devised for each subject for a given cluster of schools.

20. Assessment in the non-academic areas will be based on graded evaluation schemes developed on commonly-agreed criteria with suitable safeguards to ensure the reliability of evaluation methods.

21. The use of multiple-choice questions as well as structured questions will be encouraged on account of their reliablity and objectivity as a mode of testing. The Ministry of Education will utilize the resources available nationally and at District level to build question banks for use by school clusters, thereby ensuring that all schools have reliable test instruments of both types – multiple-choice and structured question.

THE GRADE 8 EXAMINATION

22. An achievement test will be held at the end of Grade 8. It will not lead to any streaming of pupils. However, it will provide a guide to the parents in regard to the aptitudes of their children. Pupils will be tested in ALL the subjects in the common curriculum. The examination will consist of written tests and continuous in-course assessment where appropriate. The knowledge component pertaining to Health and Nutrition of the subject Health and Physical Education will be tested in the science paper.

23. The final progress report of the pupil will contain :

a) the grades scored in the final examination (A,B,C,D,E)
b) the grades obtained in continuous assessment
c) performance evaluation in respect of co-curricular activities.

24. The Grade 8 Examination will be conducted at the level of the school cluster. There will be provision for several clusters to pool their resources for this purpose. Question papers in the subjects First Language and Mathematics will be set at the national level. The papers will be corrected at cluster level.

SENIOR SECONDARY SCHOOL (GRADES 9 TO 11)

25. The objectives of general education will continue to receive emphasis at this stage too. But while the Junior Secondary School lays the foundation for further education, the Senior Secondary School culminating in the General Certificate of Education Examination conducted on an all-island basis with national certification, will be of a terminal character for the majority of pupils. The transition to the 'world of work' being proximate the technical subjects taught at this level will have some degree of specialization. Pupils intending to proceed beyond this level to an academic-type higher education will also be provided for by the curriculum, which will prepare them for specialization at the subsequent stages.

26. The curriculum will consist of the following subjects :

1. First Language
2. Religion
3. Mathematics
4. English
5. Science
6. Social Studies
7. Aesthetic Studies
8. Technical subjects
9. Health and Physical Education

Civic training will be provided for as outlined in the Junior Secondary curriculum.

Schools wanting to do so may provide for Practical Sinhala/Tamil as an alternative to Aesthetic Studies.

TECHNICAL SUBJECTS

27. The emphasis on life skills will continue at this stage as well, with some degree of specialization provided for through a suitable array of optional technical subjects such as Woodwork, Metalwork, Agriculture, Home Science etc. In view of the availability of a G.C.E. Technical stream under the Technical Education Authorities (TEA) for those seeking early vocational training, orientation in life skills will receive emphasis in schools. Technical subjects will be considered as part of general education the principle being that general education properly administered can provide the background training for vocations with the added advantage of facilitating adaptation to changing circumstances. However, it is considered necessary to focus the pupil's interest on the 'world of work' while developing the general skills, interests, competencies and personal qualities that are most in demand in the job market.

THE GENERAL CERTIFICATE OF EDUCATION EXAMINATION

28. This will be the national certification examination at the end of the span of general education. It will also be the qualifying examination for direct entry from schools to the post-general education segment. Pupils failing to qualify will be allowed to repeat one year in grade 11 and sit the examination a second time. Performance at this examination coupled with other selection criteria relevant to the specific tertiary level courses will determine selection to collegiate or other tertiary level course.

SCHEME OF EXAMINATION

29. The subjects :

1. First Language
2. Mathematics
3. English
4. Science
5. Social Studies

Only these will be tested at the national level by the Department of Examinations. Aesthetic and Technical subjects, which entail a large component of continuous assessment, including evaluation of practical skills, will be tested at District level with safeguards to ensure maintenance of standards across the Districts. Practical Sinhala/Tamil too will be tested at District level. The Health and Physical Education subject will be tested at cluster level.

PUPIL PERFORMANCE PROFILE

30. Schools will maintain Pupil Personality Development Records which besides containing information gathered by teacher counsellors will also contain a Pupil Performance Profile. A page of this Profile will be devoted to the assessment of the pupil at the end of Grade 11. The attainment level in all the subjects in the curriculum will be indicated on this

page. The subjects will appear in three columns to indicate the modes of testing – National level, District level and Cluster/School level. The Profile will also give other data which would be useful for prospective employers.

31. The performance in each subject at the G.C.E. Examination will be indicated by Grades A,B,C,D,E with A indicating the highest level of performance. The certificate that will be issued will indicate the grade obtained in each subject.

TEACHING OF ENGLISH

32. The objective of teaching English in all schools is to enable all pupils with sufficient schooling to become proficient in the use of English as a Second language, thereby assisting them to have easier access to the many advantages that accrue to persons with a competence in English. However, it is recognized that this objective is far from being achieved. In spite of widespread provision being available for the teaching of English from Grades 3 to 10 the decline in the standard of English in schools which began in the fifties has not been arrested. Therefore, a concentrated effort is needed to upgrade the teaching of English. To do so as a matter of priority the following measures will be adopted :

a) English will continue to be taught from Grade 3 upwards but with initial concentration of resources from Grade 6 upwards.
b) Schools which already have commendable English teaching programmes in Grades 3 to 5 will continue to retain them and efforts will be made to improve teaching at this level too.
c) Training of teachers for the teaching of English will receive special attention.
d) A separate English Unit in the Ministry will co-ordinate all work relating to the teaching of English in schools – preparing text-books and other teaching material, curriculum development work, pre-service teacher training, in-service teacher training and evaluation. This Unit will also assist in work connected with vocational English in courses coming within Technical Education Authorities.
e) Separate programmes for the teaching of vocational English on an intensive basis will be organized in the Institutes coming under the TEA and other tertiary education units.

RELIGIOUS EDUCATION

33. A committee has been appointed to study all aspects of religious education in school. Therefore, proposals regarding testing of Religion etc. will have to await the report of the committee.

SCHOOL GUIDANCE AND COUNSELLING

34. Guidance and counselling will be treated as an essential component of school services. At school level such work will have two aspects :

a) Maintenance of Pupil Personality Development Records.
b) Career guidance.

a) Pupil Personality Development Records will be based on the information recorded from time to time in the Pupil Performance Profile and other relevant information obtained by the teacher counsellors.
The information will be used not only to gauge the pupil's personality development but also to detect early symptoms of deviant behaviour. In the latter case, the information will be used to take timely remedial action and to appraise the parents, where their co-operation is required.
Another aspect of guidance and counselling will help the pupil and his parents become aware of the pupil's aptitude and skills. Extra attention may then be paid to their development.

b) Career guidance will entail :
   i. helping the students to obtain a general awareness of the practical aspects of life outside school.
   ii. providing specific information about the employment opportunities available and the range of income, and
   iii. helping parents and pupils to obtain a realistic assessment of the latter's capabilities and potential.

35. Guidance and counselling will be an essential component of teacher education and teacher colleges will offer opportunities for teachers to specialise in this area of activity. As an interim measure action will be taken to train a sufficient number of teachers through workshops and seminars. In order to update their knowledge :
   a) Continuous instruction will be provided through seminars, workshops etc. on the 'world of work'.
   b) Opportunities will be provided for short-period release of teachers to other fields of work.

36. A scheme will be evolved to reward suitably, teachers who undertake guidance and counselling.

37. Guidance and Counselling Services will be organized on a cluster basis with a Guidance and Counselling Unit established in the Core School of each school cluster.

38. The Ministry of Education together with other agencies engaged in employment, placement and manpower utilization will provide these units with the necessary information. A separate unit will be established in the Ministry of Education to direct and co-ordinate the guidance and counselling programme.

CO - CURRICULAR ACTIVITIES

39. Co-curricular activities are those that form part of the school programme although they are not listed as stipulated subjects with prescribed syllabi. However, they cater to very important aspects of education. Some co-curricular activities may have a greater and more lasting influence than the regular subjects in enriching the child's experience and providing him with opportunities to discover his aptitudes. If the value of co-curricular activities is unreservedly recognized it will be necessary to make it possible for larger numbers of pupils to participate in such activities than at present. However, co-curricular activities are mainly confined to the larger schools.
Therefore, while action will be taken to encourage co-curricular activities care will also be taken to ensure greater participation of the pupil population.

40. For purposes of organization and development of the co-curricular activities three major categories will be recognized. They are :
   a) Sports and Athletics
   b) Cadeting, Scouting etc., and
   c) Hobbies Clubs/Project Clubs.

Each of these categories can play an important role in a child's development and education.

41. Activities in the first category perform an important physical training function besides helping to inculcate values associated with team sports and athletics.

42. The major role of the second category is to prepare a child for disciplined service outdoors

43. Activities in the third category help children gain specialized knowledge and skills through recreational interests. They may lead to developments which could determine a child's career or help him make a valuable contribution to the community.

44. In order to expand the programmes pertaining to co-curricular activities both in scope and coverage three units corresponding to the categories will be set up at the Ministry of Education. District Departments of Education and school clusters will also set up units on similar lines.

45. Steps will be taken in concurrence with the relevant authorities to expand the cadeting and scouting programmes. More teachers will be enabled through the teacher education programme to acquire competence to handle these activities.

46. The formation of Hobbies Clubs/Project Clubs in schools will be encouraged by :

a) making available relevant literature to schools,
b) helping to publish newsletters on Hobbies Clubs,
c) making available requisite materials at low cost through Ministry of Education intervention, e.g. arranging for bulk purchase of school needs.

47. Action will be taken to develop Project Clubs pertaining to Enviromental Conservation, Energy Use etc., in collegiate-level schools. The Field studies Centre Programme of the Ministry of Education will be strengthened and utilized for this purpose.

48. The formation of school clusters will help the expansion and enrichment of co-curricular activities because the larger size of the unit will be an advantage. Besides, the scope for co-curricular activities under school clusters will be wider than under individual schools.

TRANSITION TO THE 'WORLD OF WORK'

49. The education system can assist the student in his transition from school to work by providing him with information about careers and opportunities for work experience. He could as a result have a realistic expectation of the types of careers available and the actual conditions of work. The Ministry of Education and the National Youth Services Council will jointly prepare Work Experience programmes and establish the machinery for their implementation. In addition, cadeting, scouting and guiding will be expanded and broadened in scope to include elements of community service.

50. Participation in Work Experience programmes will be recognized as an additional qualification for entry to institutes of higher education or avenues of employment in the public sector.

ORGANIZATION AND ADMINISTRATION OF SCHOOLS

51. There are about 9,500 schools in the Island and they are sufficiently dispersed to provide schooling within every child's neighbourhood. A centrally-designed common curriculum is followed in all these schools. Nevertheless there are major unevennesses in the standard of education between one school and another as well as between one district and another. There are disparities in the quality of the teaching too.

52. Under a predominantly State system of education a more rational school system should be possible whereby the limited resources available to the State are deployed to maintain equitable standards in the provision of education in all parts of the Island. What now obtains is a system which encourages the 9,500 schools at widely different levels in their educational standards to function as individual units competing for the limited resources of the State and the patronage of rich parents, thereby perpetuating a system which increases the resource imbalance between the few larger schools which continue to "enrich" themselves and the many small and poor schools which continue to be impoverished of human and material resources.

53. Therefore, the measures will be taken to remedy these shortcomings in the school system, more specifically to :

a) reduce the existing inequities in the provision of educational facilities.
b) enable schools to be managed by more competent personnel, recognizing the key role of the Head of the school.
c) facilitate even the smallest school to belong to a group whose collective resources would permit the provision of the expensive facilities and services to all schools within the group and thereby induce all parents, both rich and poor, to look to the schools in their neighbourhood for the education of their children.

SCHOOL CLUSTERS

54. In general, schools within a defined geographical area will be grouped into a cluster for the purpose of better organization, management and development. This will enable a more efficient utilization of resources of both the State and the Community. Each cluster will function as an administrative entity to meet the educational needs of the entire area it serves. Pupil admissions, requisition of supplies, capital expenditure and allocation of teachers will be on the basis that each cluster is one organizational unit. Thus, the smallest unit for planning the development and organisation of the school system will henceforth be the school cluster.

55. With the organization of schools into clusters the supervision of schools through Circuit Education Officers will cease. It is envisaged that a school cluster will have a total pupil enrolment of about 3,000 – 5,000. It is also estimated that about 90 per cent of the pupil population can be brought within the school cluster scheme. Those left out will be the few very large schools and some isolated small schools.

56. Each cluster will comprise a number of primary schools and several secondary schools. In addition, there may be schools having collegiate grades. The number of different types of schools as well as the grades and streams available within a cluster will be such as will provide the best possible schooling to the community with the resources available. Parents of children in each school in the cluster will be prompted to consider the collective resources of the entire cluster as being at the disposal of their children.

57. School clusters will be encouraged to move towards greater self reliance so that they may shoulder heavier responsibilities and also be vested with greater authority in regard to the management of the cluster activities.

THE CORE SCHOOL

58. The large school with secondary grades, which may be regarded as the natural focus of the cluster or that which has the best potential to play such a role, will be designated the Core School.

59. The Core School of each cluster will be developed, in general, to have superior laboratory, workshop, library, audio-visual and co-curricular facilities which will be shared by other schools within the cluster. However, where other schools have some facilities more developed than those in the Core School, the latter will arrange for optimum sharing of such facilities among schools within the cluster. By this means it is intended to reduce the under-utilization and un-necessary duplication of specialist teachers, expensive equipment and other facilities and promote optimum utilization of the available resources. In general, all resources will belong to the cluster pool and will be available for use by all schools within the cluster. The Core School will also organize a circulation scheme of the books available in the Core School library as well as in the cluster libraries. The Core School will also where feasible undertake production of supplementary reading material and develop teaching aids for use by the entire cluster.

60. The Core School being the natural focus of the cluster and its organizational centre, its Principal will also be the Executive Head of the cluster. He will be designated the Cluster Principal because each of the other schools in the cluster will have its own principal. The Core School will have extra office space and staff to facilitate performance of this function. In order to permit the Cluster Principal to devote sufficient time for the administration of the cluster as well as the supervision of education in the cluster schools, the Core school will have an Additional Principal.

61. The Cluster Principal will function as head of the school cluster with the Core School as his administrative centre. He will be responsible to the District Director of Education for the administration and supervision of education in the schools in the cluster. The Cluster Principal will plan the development of the whole cluster and will identify the strength and functions of each of the schools vis-a-vis the cluster. The teachers will be deployed by him in the cluster schools. He will supervise and organize the curricula programmes, the co-curricula programmes, the sharing of facilities and equipment within the cluster. He will requisition supplies for the whole cluster and will draw the facilities fees budget for the cluster. He will fulfil his role as Chief Executive of the cluster recognizing that the Principals of each of the schools within the cluster value their independence and that the development of the cluster is fostered by harmonious relations engendered by a leadership which can enlist co-operation to achieve common goals. Therefore, Principals of schools within a cluster will retain as much administrative control of their schools as is permissible to allow the cluster to function as a unit.

62. The Cluster Principal will have management authority over the cluster, which authority he will suitably delegate with regard to the individual schools in respect of pupil descipline, school finances and school programmes subject to his general supervision. The District Director of Education will consult the Cluster Principal in the transfer of teachers to and from the cluster. The Cluster Principal will have the authority to recommend increments of teachers and recommend minor punishments. He will also be given authority as regards use of facilities fees.

SPECIAL ACTIVITIES ON A CLUSTER BASIS

63. Community-oriented projects which may be done by pupils as part of their curricular or co-curricular activities may be organized on a cluster basis. National Service activities too, may be organized by the cluster as a whole. The facilities available to the School cluster may, where appropriate, be also made available to the community around the cluster.

SCHOOL CLUSTER BOARD

64. Each school cluster will have a School Cluster Board, initially with advisory functions. It will consist of the Cluster Principal as Chairman, Principals of schools and representatives of the School Development Societies. Advisory functions of the Board will relate to planning of educational activities and their implementation. With the development of School Cluster Boards their powers will be increased. Each school within a cluster can have a School Development Society. Past Pupil's Associations too can continue to function.

PILOT STAGE

65. A new development of this magnitude needs a pilot stage during which the operational details can be worked out in location. Therefore about 50 school clusters representative of a variety of conditions and situations will be chosen as pilot cases. In the light of the experiences gained from these detailed guidelines for extending the scheme according to a phased programme will be worked out.

SEPARATE PROVISIONS

UNITARY SCHOOLS

66. Some of the larger schools will be left out from the school cluster scheme on account of their size and the resources they command. They are too large already to be grouped with other schools into clusters. They are also rich in resources and can manage their affairs with much less state aid than the normal schools. Such schools would be given an opportunity to become more and more self-reliant. In the matter of school admissions as well as many other policy issues they will continue to be required to comply with Ministry directives. Since these schools already have large numbers of pupils no further expansion will be permitted. Pupil numbers will be frozen at the 1981 level. If necessary, after examination, the pupil numbers may even be reduced. State funds will not be allocated for capital works in these schools. This will release more State funds to be diverted to the school clusters in need of capital investment.

67. Unitary schools will receive a grant form the State to cover the salary payments of the school staff computed on the basis of pupil numbers. These schools will have to raise additional funds on their own. However, no soliciting of donations for admission to the school will be permitted.

68. Each Unitary School will also have a Board of Management.
This Board will consist of :

a) the Principal
b) representatives of the School Development Society, Past Pupils' Association etc. and
c) nominees of the Ministry of Education.

The Principal will be the Chairman. The functions of the Board will relate to the planning of educational activities and their implementation.

SCHOOLS IN REMOTE AREAS

69. Schools in remote areas which are far apart and are isolated and therefore cannot be grouped around a common focus will continue to be treated as separate units. The advantages of grouping them into clusters will always be kept in view and their status as separate school units reviewed periodically.

70. School clusters may include schools imparting instruction in a medium other than that used by a majority of the schools. In grouping such schools into clusters the need for preserving the identity and character of the minority group of schools will be recognized.

71. Estate schools, too, subject to the special provision indicated above will be included into the cluster scheme.

PRIVATE SCHOOLS

72. Schools which remain as private institutions outside the State system have a role to play in the educational development of the country. These will be assisted and encouraged to make a contribution to education within the framework of national policy.

73. All private schools will be required to conform to national policy.

74. They will be required to publish audited annual statements of accounts. Legal provision similar to that applicable to Public Companies will be made for the enforcement of this requirement.

75. Assistance by way of pre-service and in-service training of teachers will be provided to private schools.

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76. Financial assistance in the form of grants will be extended to non fee levying private schools for the payment of salaries to an approved cadre of teachers. This cadre of teachers must not exceed that based on the 1981 pupil numbers. Any increase in the cadre will require the concurrence of the Ministry of Education.

77. Registered private schools i.e. those schools which fall into the category of Private Schools registered in the period extending from the entry of the assisted schools into the Free Education scheme and the enforcement of the regulations under the Assisted Schools Special Provisions Act will be offered an opportunity to apply to :

a) join the National System, or
b) become aided non fee levying schools

It is proposed to consider such applications on a case-by-case basis.

PRE - SCHOOL EDUCATION

78. As the age of admission to school is 5 years in Sri Lanka pre-school education is not considered essential for the healthy development of the child. However, it is recognised that a useful service is rendered by private pre-school institutions, particularly in urban areas of the island. The popularity of the classes they conduct is evidence of the demand for organised pre-school education. The State appreciates the enterprise and industry shown by private institutions catering to this demand.

79. However, realizing that the public interest must be safeguarded at all times and that pre-school education should provide children with an environment that is conducive to their healthy development, the Ministry of Education will :

a) encourage public and private agencies to organise programmes for training pre-school teachers.
b) formulate guidelines to help maintain satisfactory standards in :
   i. training teachers for pre-school education and
   ii. conducting pre-school educational institutions.

80. However, it will be ensured that children who have not been to a pre-school institution will suffer no disability either in the matter of admissions or in the matter of benefiting from the educational programme in the Primary School.

THE COLLEGIATE LEVEL (GRADES 12 — 13)

THE POST - GENERAL EDUCATION SEGMENT

81. After completion of General Education those who acquire the requisite qualifications will proceed to the next segment of education where they will receive education in a specialized field. This will be the Collegiate level education leading to the University Entrance Examination, Technical and Vocational education established by the Technical and Education Authorities, Agricultural Education co-ordinated by the Agricultural Education Board, etc.

Performance at the G.C.E. Examination will be the basic criterion for selection to these different courses. There will in addition be other selection instruments as are necessary for specific courses.

NATURE OF COLLEGIATE - LEVEL EDUCATION

82. Collegiate-level education although imparted in Grades 12 and 13 of the school system falls outside general education. Courses therein will prepare pupils for the Universities and other academically-oriented Higher Education Institutions. As such, these courses will be academically oriented.

83. The Collegiate-level courses will lead to the University Entrance Examination, which will be open only to school pupils who have completed Grade 13. The selection of school

pupils directly to the Universities will be based on their performance at the University Entrance Examination. Every candidate will be permitted two attempts at this examination. Due notice will be taken of the fact that the second-attempt candidates have had a longer period to prepare for the examination, when the performance at the University Entrance Examination is considered for purposes of selection for admission to the Universities.

84. Students at Collegiate level in school clusters specified as educationally under-priviledged will be afforded the concession of an additional year of study before sitting the University Entrance Examination, i.e. 3 years instead of the usual 2 years. The schedules of school clusters to which this concession is allowed will be revised from time to time taking into account changes in the clusters. However, pupils in such clusters will have the option of following the normal two-year course if they so desire.

CRITERIA FOR ADMISSION TO THE COLLEGIATE LEVEL

85. The criteria for admission to the Collegiate level courses will be based on the performance at the G.C.E. Examination. Other selection instruments too may be used. Eligibility conditions for the Collegiate course are intended to spare a large number of pupils the frustrating experience of pursuing a fruitless academic course and therby forgoing technical/ vocational training or employment opportunities for several years.

THE COLLEGIATE - LEVEL CURRICULUM

86. There will be two curricular streams :

i. Arts
ii. Science

87. The curriculum will consist of two parts :

i. Part 1 - a common core of subjects.
ii. Part II - 3 subjects chosen from a list provided.

88. The common core taking not more than one fourth of the teaching time allotted to the course will have the following subjects :

i. The Cultural Heritage and Socio-economic environment of Sri Lanka.
ii. First Language
iii. English
iv. Work Experience through Community-oriented projects.

89. The three subjects for Part II of the course will be selected from either one or both of the streams.

i. Science stream
   1. Mathematics
   *2. Physical Science
   3. Physics
   4. Chemistry
   5. Biology
   6. Agriculture

* Not for those taking Physics or Chemistry

ii. Arts stream
   1. Sinhala
   2. Tamil
   3. English
   4. Pali
   5. Sanskrit
   6. Greek

7. Latin
8. Modern Language/Arabic, Hindi, French, German.
*9. Buddhism (including Buddhist Civilization)
*10. Hinduism (including Hindu Civilization)
*11. Christianity
*12. Islam (including Islamic Civilization)
13. Economics
14. Geography
15. History
16. Government
17. Mathematics
18. Commerce

* Only one of these may be selected.

SELECTION OF COLLEGIATE PUPILS FOR HIGHER EDUCATION

90. The marks in Part I, will not be considered for selection for higher education. However, all students wanting to proceed to higher education would be required to reach a certain minimum level of achievement in Part I. Once adequate facilities for the teaching of English from Grade 6 upwards have been provided in schools a pass in English in Part I of the University Entrance Examination will be included as a requirement for admission to Higher Education Institutes.

MODE OF EXAMINATION

91. a) Written examinations will include both multiple-choice questions as well as structured and essay-type questions.
b) Continuous assessment of practical work in relevant subjects. A Suitable scheme for this will be devised.

92. In the relevant subjects a prescribed level of achievement has to be reached by a pupil in b) above - continuous assessment of practical work in order to qualify to sit the theory papers. However, the marks or grades obtained in this will not be included for selection purposes.

93. In order to improve the quality of multiple-choice questions, corrections for guess errors will be introduced. Action will be taken to train the necessary expert personnel in the construction of these questions and to build up question banks.

94. In order to make sure that consistency in standards form year to year is maintained, a system of marking with reference to specific criteria will be adopted.

95. A performance certificate indicating the achievement level graded A-B-C-D-E in each subject will be issued.

SPECIAL QUALIFYING EXAMINATIONS

96. At present performance at the G.C.E. (A.L) Examination is the basis for the selection of students for a variety of courses. In future performance at the University Entrance Examination will be the basis for admission to the Universities only for Collegiate pupils. Therefore other Special Qualifying Examinations will be introduced for purposes of admissions to the Universities and other institutes of Tertiary Education. These will be less academically demanding and will cater to the needs of the diverse groups outside the collegiate grades. In these selections weightage will be given to technical and vocational training, work experience, etc.

THE UNIVERSITY GRANTS COMMISSION, UNIVERSITIES AND THE OPEN UNIVERSITY.

UNIVERSITIES

97. After the introduction of Free Education in 1945, the demand for University Education increased phenomenally. The Universities responded to it by increasing enrolments. However, together with the increase in numbers came a fall in academic standards. A number of factors contributed to it. The expansion of facilities lags far behind the increase in enrolments; the loss resulting from the withdrawal of English is debilitating; the paucity of research work and the small numbers undertaking post-graduate studies are some of the factors responsible for the absence of an academically-stimulating climate.

98. University education has ceased to be an enriching experience for the majority of students. Further, the economy finds it difficult to absorb the Universities' output as the demands of the expanding sectors of the economy are mostly for middle-management personnel. Such personnel do not need a 3 to 4 year course of studies and can best be trained in non-university tertiary educational institutions, leaving the universities to develop as centres of excellence.

99. The following proposals stem from the above observations :

a) Universities will concentrate on first-degree and post-graduate work, creating a favourable climate for research. They will be developed into centres of excellence at the apex of the educational pyramid devoting a fair proportion of their resources to higher studies and research in science and technology. This will ensure that every student who enters a university will receive a thorough academic grounding in his field of study.

b) The numbers admitted to different courses will be in accordance with the country's requirements of academically qualified personnel. This would be reflected in the numbers admitted to the different courses.

c) In order to enable the universities to develop as centres of excellence, facilities will be provided for staff development through such measures as better remuneration, better post-graduate and post-doctoral study, opportunities for collaborating and establishing close links with foreign universities and an exchange of senior personnel between the University Faculties on the one hand and private and public sector employees in Industry, Commerce, Research, etc., on the other.

d) Universities will be encouraged to specialize in some field of post-graduate studies and research through a planned disbursement of research grants and allocation of funds for specialized physical plant. This allocation of specialities to the different universities will prevent wasteful duplication.

e) Commencing with one University, an attempt will be made to cut across the academic barriers between Arts and Science students by encouraging Arts students to do a Science subject for the degree.

INDIRECT ENTRY TO UNIVERSITIES

100. A certain number of places for first degree studies will be reserved for those with in-career qualifications. The number of places for first degree studies will be increased accordingly with a phased expansion over a period of six years.

POST GRADUATE STUDIES

101. Those holding diplomas gained after 2 year courses, for which the entry requirement is the University Entrance Examination or an equivalent qualification, will be allowed on

completion of 5 years of relevant work experience after the Diploma to proceed to post graduate studies leading to the Master's Degree. They may be required to pass a Master's qualifying Examination.

102. No new Universities will be established until the existing ones are fully equipped and fully staffed and Development of Post Graduate Centres will take priority over increasing the number of Universities and undergraduate students. The National Education Council in consultation with the University Grants Commission will decide whether any new University is necessary considering the existence of other Higher Educational Institutions and national needs.

103. The Post Graduate Centres so established will be linked to Government and non Government institutions as well as to Foreign Institutions specialising in the relevant field.

OPEN UNIVERSITY

104. The strategy of the Open University will be significantly different from that of the other Universities. As its very name implies, it will afford access to those in employment and others who cannot devote their full time for studies, thereby helping them to re-enter the educational system to improve their education by following graduate courses. It will concentrate initially on Diploma and Certificate courses in Mathematics, Science, Management Studies, Electronics and Telecommunication Technology, Electrical Technology, Civil Engineering Technology etc., to meet urgent manpower requirements in these fields. A number of other courses e.g. in Food Science and Technology and in Entrepreneurship are being formulated. Foundation courses will be provided for the benefit of those who do not possess adequate knowledge to pursue satisfactorily tertiary-level courses of study offered by the Open University.

TERTIARY EDUCATION COMMISSION

105. For the purpose of guiding, co-ordinating, developing and supporting –

a) Non University Higher Education and
b) Technical and Vocational education

a Tertiary Education Commission (T.E.C.) will be established.

106. The T.E.C. will be responsible for :

a) the incorporation, co-ordination and overall development of non university institutions of higher education – Professional Colleges providing training for established professions such as Teaching, Nursing, Surveying, Printing, Accountancy, Music and Dancing.
b) review of the work of Professional Colleges to ensure among other things that such institutions have sufficient funds for disbursement in carrying out their respective functions.
c) providing Vocational and Technical Education including Apprenticeship training at various levels through Technical Education Authorities (T.E.AA.). For this purpose all Government institutions providing pre-service Vocational and Technical Education and Apprenticeship training e.g. Polytechnics, Junior Technical Institutes, Vocational Skills Development Centres, National Apprenticeship Board etc., will be absorbed into the T.E.C. These will provide a foundation for the T.E.AA. They may also utilise the facilities in selected Secondary schools. Only these institutions that train personnel for their own specific purposes e.g. Railway Department will not be included in the T.E.C.
d) the education and training of technical teachers and instructors.
e) testing and certification in regard to Technical and Vocational Training Courses.

107. There will be a Co-ordinator for Vocational and Technical Training (C.V.T.T.) who will be subordinate to the T.E.C. With him will register all Government and Non Govern-

ment Technical and Vocational training programmes not administered directly by the T.E.C. or its agencies. He will help with guidelines in regard to the manner in which the training is to be carried out, the qualification of trainers and trainees and the numbers to be trained. The testing and certifying functions in these programmes too will come within the overall supervision of the T.E.C.

108. The C.V.T.T. will render assistance to institutions wanting to develop their training programmes. The special areas for assistance will be :

a) Manufacturing and service enterprises wanting to establish or expand training facilities in the enterprise itself, and
b) Workshops and factories in rural areas that would enable the rural population to participate in apprenticeship training programmes.

109. The C.V.T.T. will also be empowered to assess the training potential that can be utilised in all manufacturing, commercial, construction and service enterprises and to ensure that adequate training standards are maintained.

PROFESSIONAL COLLEGES

110. These will be Tertiary-Level institutions of Higher Education with a status comparable to the Universities, providing specialised training for established professions. These institutions will provide those not entering the University with opportunities for Higher Education in more flexible courses. They may be established in either the public sector or the private sector and will come under the purview of the Tertiary Education Commission. Unlike the University courses, which are academically demanding with emphasis on the development of knowledge and the importance of research, the courses in these institutions will teach the students the way manufacturing industry, business enterprises etc., are carried out and the fundamental rules that govern their successful operation so as to produce graduates equipped to make a significant contribution in the areas of commerce, manufacturing industry, service sector,public services, creative arts, etc.

111. Since the training is for the various professions, these institutions will be called Professional Colleges and will produce professionally-qualified personnel for :

a) mid-management level in Government and Private sectors,
b) the industrial and creative arts,
c) the social welfare sector, and
d) certain technician grades.

112. Today a number of such courses are offered by Government and non-Government institutions, e.g. Accountancy, Librarianship, Surveying, etc. These institutions will be accepted as Professional Colleges coming within the overall co-ordination of the Tertiary Education Commission. New ones will be started as and when the need arises. A Professional College may comprise more than one Campus.

113. Degree courses will not be available in Professional Colleges (unless permitted by the University Grants Commission in exceptional circumstances.) The Colleges will award professional certificates and Diplomas.

114. Professional Colleges will permit both direct and indirect entry and full-time as well as part-time participation by students.

115. In order to foster the growth of strong bonds with the corresponding professional groups, wherever appropriate Professional Colleges will be established with a Board of Governors or a Governing Council. The appointment of the Board/Council will be made by

the relevant Government or non-Government authority primarily concerned with the training for the profession e.g. in the case of the College of Surveyors the appointments may be made by the Minister in charge of the subject.

116. The Institute of Aesthetic Studies will be separated into two Professional Colleges; one for painting, designing and sculpture and the other for dance, drama and music.

117. Wherever appropriate State funds for the Professional Colleges will be provided on the advice of the Tertiary Education Commission.

TECHNICAL EDUCATION AUTHORITIES (T.E.AA.)

118. Technical Education Authorities (T.E.AA) will be established by the Tertiary Education Commission (T.E.C.). Their function will be to plan, organize and conduct or sponsor technical and vocational education programmes at all levels, carry out relevant testing and award certificates in conformity with T.E.C. specifications. This will include apprenticeship training as well. A T.E.A. will be empowered to grant Diplomas, certificates and other similar awards. This certificate will entitle successful students to enter other appropriate technical and vocational institutions that come within the purview of the T.E.C.

119. A wide variety of vocational and technical training programmes, part time as well as full time, organized, administered, supported or sponsored by the T.E.A. will be available for those who on completion of their general education are selected for Technical and Vocational training. Under this system of recurrent education the students will be able to re-enter appropriate programmes to obtain higher qualifications.

120. Each T.E.A. will serve a defined geographical area. It will include one or more campuses, colleges and learning centres. This will enable the T.E.A. to cater to the special needs of the region and decide on priorities at a regional level. In due course it is envisaged that each administrative district will have its own T.E.A.

121. T.E.A. will provide

a) Technical and Vocational training at :
   i) The Artisan and Operator level
   ii) The Craftsman level
   iii) The Technician level
b) Programmes for upgrading skills and for re-training.
c) a vocational education stream corresponding to Grades 9 to 11 in the school system for students with an aptitude for vocational studies.

122. The curriculum at different levels will include non-technical subjects such as Social Studies and Literature. Co-curricular activities will be encouraged.

THE ARTISAN OR OPERATOR LEVEL

123. Vocational Training courses at the artisan or operator level will be designed mainly for those who leave school early and seek vocational training. Each course will consist of units of employable skills and its duration will be determined according to the type of skills imparted. The minimum age for admission will be 14 years. On successful completion of a course, trainees will be awarded a certificate of competence which will be recognised at national level. Provision will also be made for individuals to offer related units at a later stage in their vocational career.

THE CRAFTSMAN LEVEL

124. Craft-level training courses will cover a wide variety of trades in engineering, commerce, service occupations etc. Educational qualifications for admission to these

courses will vary according to the field of training, the minimum however, will be Grade 8. Full-time craft courses will consist of two parts. The first part will provide basic technical education and training. The second part will be apprenticeship training. Corresponding part-time courses will also be available to those in employment and unable to attend full-time courses. Steps will also be taken to offer special full-time and part-time courses to skilled craftsmen already in employment to enable them to obtain higher technical qualifications.

THE TECHNICIAN LEVEL

125. Full-time and part-time technician-level courses in engineering, commerce and service occupations will be provided by the T.E.A. for those who have successfully completed the General Certificate of Education Examination and for those who have left the general educational stream at an earlier stage but have since obtained prescribed alternative qualifications. The courses will consist of theoretical instruction at a technical institute and supervised apprenticeship training thereafter.

G.C.E. TECHNICAL STREAM

126. T.E.A. will organize a 3 year course for the G.C.E. Technical stream, which will run parallel to Grades 9, 10 and 11 of the normal G.C.E. courses conducted in schools. The curriculum will have 8 subjects as follows :

First Language
English
Mathematics
Physical Education and
4 subjects under a vocational group.

Relevant work experience activities will form a part of the course.

127. A Vocational Group is not a single subject area nor a single job situation. It comprises a family of occupations. Vocational Groups will provide for knowledge and skills in a whole spectrum of allied occupational areas. Hence the need to provide as many as 4 subjects under each group. Depending upon his attainments in these 4 subjects, a student would be able to select any one vocational area for further specialized vocational training.

128. Some vocational groups suggested are as follows :

Mechanical Technology
Electrical Mechanics
Building Technology
Automobile Mechanics
Home Economics
Agriculture
Fisheries
Commerce
Vocational English

VOCATIONAL ENGLISH STREAM

129. More and more employment opportunities are coming up in the rapidly expanding industrial and commercial sectors, tourist industry, etc. At present these are monopolized by those coming from English-speaking homes. The current programme of English teaching in our schools with one period of English a day at the level of its present performance cannot ensure for the pupil a degree of competence in English comparable with that needed by employers. Therefore, it is proposed to take in hand a certain percentage of pupils from Grade 8 and give them an additional year of schooling during which they will do intensive work in English language and also study a few of the other vocational subjects in the curriculum, through the medium of English.

130. As these pupils will be in a privileged position in regard to employment for quite some time, it is necessary that they be selected in an equitable manner. This can be done if about 5% of the Grade 8 enrolment is taken into this stream. This would be approximately 7,500 pupils, i.e. 300 classes that can be spread out over the different districts ensuring a reasonable degree of equity in the matter of access to this course. The basis of selection will be aptitude for language learning and not competence in English per se.

THE OPEN SCHOOL

131. An islandwide network of 'Open Schools' will be organized to provide further education on a very wide scale. The Open School will provide a variety of short-term courses for those of all ages who have left the formal education system. The courses will in general be :

a) personal enrichment courses,
b) vocational courses, and
c) those facilitating re-entry into formal education systems.

Although these courses will in general not be examination-oriented, where there is a demand for conducting a course for a particular examination the Open School could do so after prior approval. Fees may be charged from students for some courses.

132. One important role of the Open School will be to function as a support centre for the large majority who leave school to enter the world of work during this critical transitional phase from school to work.

133. The Open School will be based on the school clusters and will use their buildings, playing fields, equipment and other facilities when they are free. There will be provision for every school cluster to have an Open School. It will be under the general supervision and control of the Cluster Principal. A full-time Deputy Principal (of the Principals' Service) answerable to the Cluster Principal, will be in charge of the Open School. He will work in close collaboration with the Principals and other staff of the cluster schools. The Open School will seek the co-operation of the grassroots community, development-oriented state officers such as the Youth Service Officer, the Community Centre Officer, the Sports Officer and the Rural Development Officer. It will also obtain the resources of the extension services of various state and private organisations in the area. This will make the resource base of personnel available to the Open School quite rich, for it will include all government servants, all professionals and other persons with some knowledge that would be useful for the people of the area.

USE OF TELEVISION AND RADIO

133. (b) While radio and television media would be utilized to supplement these regular teaching programmes in the formal school and university section a major effort will be made to utilize these media, especially the powerful medium of television to reach the wide clientele of the third sector viz. those being served by the host of widely different types of programmes in vocational, technical and community education.

THE AGRICULTURAL EDUCATION BOARD

134. Our economy is mainly agricultural with 50% of the work force engaged in agriculture as an occupation. Agriculture will continue to be a major, if not the leading sector of the economy, even at the end of this century. Much agricultural training is obtained outside the formal training system, mainly through agricultural practices acquired from elders, fellow farmers or the Extension Services. The formal training available is given by a multiplicity of training institutions.

135. An Agricultural Education Board will be established to develop and manage a unified education programme for Agriculture including Animal Husbandry, Horticulture and

Plantation Crops. The close link that has to be there between training and extension services in the case of Agricultural Education gives rise to some features that are not there in general vocational and technical training. Therefore, the Board will have the power to co-ordinate, regulate and supervise the training courses run by the different institutions at basic level (Level III) and those comparable with technician level (Level II). It will also be the certifying authority for agricultural education at these levels. The power to prescribe the manner and duration of training will enable the Board to develop the Agricultural education programme in the best national interests. The Board will include representatives of Ministries and Department providing training and extention services in Agriculture.

136. Government and non-Government Agricultural training institutions will be brought into a national network of training institutions at Levels III and II registered with the Board. For this purpose all training institutions will be graded according to the levels of training. The present number of such institutions will be supplemented by establishing General Farm Training Centres in selected schools which have land and water. These centres will be equipped with laboratories, farm equipment etc. The Practical Farm Schools with residential facilities will be developed into Special Farm Training Centres providing specialized training in crop and livestock production, maintenance and repair of agricultural, machinery, etc. The Agricultural schools will be developed into institutions providing training in specialist areas at Level II.

137. There will be 3 levels of Agricultural Education :

a) Level III : (Farm Training) Basic training for an agricultural occupation, (general self-employment in agriculture for school-leavers).

Initial training will be provided at the General Farm Training Centres. The orientation will be local with greater emphasis being given to the predominant type of agriculture in the area. Thereafter specialised training could be obtained at the Special Farm Training Centres. There will be provision of opportunity for entry to Level III with different educational qualifications e.g. Grades 8 - 11.

i. Those with higher qualifications being entitled to or exempted from certain units,
ii. to enrol for higher level modules, and
iii. intitial training at a General Farm Training Centre is essential for admission to a special Farm Training Centre.

b) Level II : (Comparable with Technician Level training) Higher level specialist training and education in different aspects of agriculture and supporting Services for those who had completed Level III and thereafter engaged in agriculture.
These courses will also train personnel for the extension services. The training will be provided in the Agricultural Schools and similar institutions.

c) Level 1 : Education in Agriculture provided by Universities and other institutions of Higher Education – Academic-oriented.

There will be provision for indirect entry to Level 1 for those who have qualified at Level II and obtained the requisite work experience.

Agricultural Education at Levels III and II will be composed of a number of units with credits being awarded at the completion of a unit. A specified number of credits will need to be accumulated to complete the course programme. The units will also provide for a core of general education thereby providing those following these courses with the opportunity to round off their specialist education with a core of general education.

EDUCATION POLICY AND ORGANIZATION

THE NATIONAL EDUCATION COUNCIL

138. Education and training are functions performed by several Ministries and agencies and are also inextricably connected with the provision of employment and meeting national man-power needs. Therefore, it is necessary to have regular machinery to rationalize, co-ordinate and review the educational policies of the various Ministries and agencies in the context of employment and manpower needs. Furthermore, education is a sector of national activity in which stability arising from general consensus in regard to policies is of crucial importance.

139. Responsibility for the overall co-ordination of educational and manpower policies lies with the President and the Cabinet. For the effective discharge of this responsibility machinery is required for the rationalization and co-ordination of policies both between and within organizations. There is also the need to periodically evaluate and keep under constant review the education and training systems of the country. In doing this while emphasis may be placed on employment and manpower perspectives the broader national objectives too have to be given due attention. Therefore, it is proposed to institute a National Education Council which will be an advisory body to the government in matters pertaining to innovations, co-ordination and rationalisation of educational policies. The Council will advise the Government on matters referred to it and on its own initiative on matters that come within its purview. Such advise will be embodied in reports to be forwarded to the President.

The Members of the Council, who will be appointed by the President, will be selected from among heads of educational agencies and relevant organizations in the public sector, and other eminent persons in the sphere of education and manpower training. The Council will be serviced by a Secretariat and its expenditure will be met from state funds. The Council will have the power to commission studies in pursuance of its functions.

EDUCATION DEVELOPMENT BOARD

140. An Education Development Board will be set up to keep the policies of the Ministry of Education as well as their implementation under review. The Board will advise on general education, collegiate education, teacher education, special education, Open school and other related matters. The majority of the members of the Board will be non-State officials eminent in the world of learning. The Secretary of the Ministry of Education will be the ex-officio Chairman of the Board. The Board may appoint several Committees with additional co-opted members to advise on matters concerning teacher education, curriculum, text-books etc.

DISTRICT EDUCATION CONFERENCE

141. In order to provide for discussions and review at the district level and to permit a sharing and synthesis of experiences among representatives of School Cluster Boards and other persons interested in education, the Education Development Board will convene District Conferences on Education. To make a substantial contribution to the progress of education of the country, District Education Conferences require several months of planning and preparation. Therefore, the District Conferences will be held once in two years. However, School Cluster Boards will provide opportunities for dialogue as an ongoing process among representatives of these Boards.

NATIONAL EDUCATION CONVENTION

142. The Education Development Board will convene a National Education Convention once in two years. The District Education Conferences will be among the preparatory activities leading to this National Education Convention. It will provide, among other things, a forum for review of educational policies and practices as well as for ascertaining national opinions on educational policies and plans. The delegates to this Convention will include representatives from the District Education Conferences and outstanding educationists invited by the Education Development Board.

ORGANIZATION OF THE EDUCATION MINISTRY

143. The Secretary of the Ministry will be responsible for enforcing the provisions of the Education Law and Government Policy in relation to general education, collegiate education, teacher education, special education, Open school and related matters, under the general direction of the Minister of Education. As the district Departments will function as full-fledged Departments, there will be no need for a post of Director General of Education in the Ministry.

THE DISTRICT ORGANIZATION

144. There will be 24 Education Districts co-extensive with the 24 Administrative Districts. Each District will have a Department of Education headed by a Director of Education. Most of the District Departments of Education will be larger than many other Government Departments in terms of resources and responsibilities as well as personnel employed. In order to provide for the effective decentralization of administration of the educational system and to permit the exercise of adequate control over the implementation of educational policies, it is considered necessary that the Department of Education in each district be vested with authority to carry out the education policies of the Government as well as take the initiative in adapting the policies to suit the particular needs of the district.

DISTRICT EDUCATION DEVELOPMENT COMMITTEE

145. Each district will have a District Education Development Committee. The Director of Education will be its Chairman. This Committee will comprise representatives of School Cluster Boards and other relevant organisations. Its functions in the district will be similar to those of the Education Development Board vis-a-vis the Ministry of Education.

146. The District Director of Education will be responsible for the preparation and implementation of the education programme for the district in accordance with policy directives issued by the Ministry of Education. The sub-district unit of planning development and administration will be the Cluster of Schools. These will cover geographical areas conducive to the planning and development of education on an area basis. It is expected that this arrangement will be superior to the education circuit-based administration in which the basis of demarcation of circuits has not facilitated grouping of schools leading to a rational use of resources. Under the proposed arrangement circuit-based administration within the districts will cease. Instead, an administrative machinery that would take into account the grouping of schools into Clusters will be evolved.

OVERVIEW AND DIRECTION OF CURRICULUM DEVELOPMENT AND TEACHER EDUCATION

147. The broad policy decisions of the Ministry will be referred to the relevant committees of the Education Development Board for amplification in educationally-operational terms. The Committees will outline the general structure that is needed to implement the policy and achieve the aims of the curriculum. They will also lay down sufficiently specific guidelines for the next stage of the operation to be taken over by the Curriculum Subject Committees.

The Curriculum Subject Committees will function under the direction of the relevant branches of Primary Education, Secondary Education and English Teaching. On the basis of the guidelines furnished by the Advisory Committees, the Curriculum Subject Committees will formulate specific instructional objectives for each subject and will design a preliminary, flexible and broad-based national-level curriculum. These specifications will in turn be utilized in making the detailed curriculum guides allowing for district-level variations and adaptations wherever appropriate. It is envisaged that some districts will be able to set up their own curriculum development units to adapt and expand the national-level curriculum.

SCOPE OF THE NATIONAL - LEVEL CURRICULUM DEVELOPMENT

148. For the implementation of the above scheme, curriculum development activities will comprise :

i. preparation of guidelines for the teaching of various subjects;
ii. preparation of core material in the subjects for national use (allowing for local adaptation and elaboration without prejudice to the maintenance of national standards);
iii. preparation of background material and monographs for use by district curriculum units (where such units are formed) and by classroom teachers etc.;
iv. preparation of background material for use at in-service sessions by the district and national-level in-service personnel;
v. provision of workshops etc., for the district curriculum developers and in-service training workers for their professional training as well as to provide for interaction with personnel of other districts;
vi. obtaining expertise from other agencies for national level curriculum development and in-service training and helping the district teams obtain such help through administrative intervention.

DISTRICT LEVEL CURRICULUM DEVELOPMENT

149. The aims of providing for district variations in the development of curriculum material for school use will be kept in view. It is expected that the dynamism created by the provision for participation in curriculum development at local level so as to reflect district variations in curriculum content, with the freedom for experimentation, will lead to a greater degree of innovative activity. Further, participation of teacher educators, District Education Department personnel, School Principals and in particular, practising teachers will ensure that a large number of key personnel are exposed to issues connected with modern education, thereby helping them understand and appreciate the new developments. These activities at district level will be under the overall supervision of the Ministry.

EXAMINATIONS

150. Examination should be an integral part of the teaching-learning process. In this sense the term 'Measurement and Evaluation' would indicate an activity compatible with an investigation and judgement required to complement the teaching-learning process. The measurement activity seeks to obtain data for objective evaluation of the effectiveness of a teaching programme, of the estimation of attainment levels of pupils or of the suitability of pupils for subsequent courses of study. School examinations would try to understand children in relation to their knowledge, skills, attitudes and interests.

151. Examinations have also played a certification role by accrediting a person's standard of achievement in respect of a package of learning experiences. They have also served to weed out as unsuitable a large proportion of those seeking entry to institutions of higher learning. This double role of examinations has received legitimacy, but it has also tended to diminish its educationally more worthwhile roles and subvert the whole education process. The examination system has thus acquired objectives that are quite independent of the teaching-learning system.

152. It is proposed to make the examination system play a complementary role in the teaching-learning system while preserving its necessary aspects of certification and selection. Among the steps which will be taken to achieve this are :

a) the making of measurement and evaluation on a continuous basis and reducing the reliance on external examination :
b) adoption of a criterion-reference marking scheme (evaluation linked to objective criteria) in order to maintain consistency in standards over the years ;

c) decentralisation of the external examination process allowing for some district variations and greater participation of those actually engaged in teaching ;

d) bringing the central external examination system under the overview of an Educational Examination and Evaluation Committee working in collaboration with the Department of Examinations ;

e) undertaking researach and initiating studies to evolve better instruments for measurement and evaluation ; keeping under review the validity of certification vis-a-vis their utilization and the evolving of valid and reliable methods for selection.

153. The Department of Examinations will deal solely with school examinations and other agency work pertaining to school education. It will divest itself of the task of conducting other examinations, which it now does on behalf of various government departments and other institutions.

TEACHING SERVICE

154. The following are presented with a view to remedying such shortcomings as area-wise and subject-wise imbalances in the distribution of teachers and the existence of a large number of untrained teachers and uncertificated teachers. Provision will be made for the training of untrained and uncertificated teachers who are already in service.

a) Teachers will be recruited on a district basis and will not normally be eligible for transfer to another district. However, a teacher recruited on a district basis may seek release from service in a particular district in order to serve in another district. Such requests may be granted where the state finds it feasible to do so.

b) The qualifications for recruitment to the Teaching Service will be :
   i. A University degree
   ii. Diploma in Special subjects such as Agriculture, Arts, etc. and
   iii. The Teaching Certificate. This will be awarded to those who after the University Entrance Examination have successfully completed a Professional Training Course in a Training College. Graduates and Diploma Holders referred to in i. and ii. will follow special pedagogical courses before being posted to schools.

   Those in the category iii. will be appointed as teachers only after they have successfully completed a professional training course in a Teachers College.
   Graduates will not be debarred from joining the Teaching Service as primary school teachers. Such a decision on their part will not affect in any way either their career prospects or the scale of remuneration to which they are otherwise entitled.

c) The cadre for each Cluster of Schools will normally be computed once every two years by the District Director of Education, taking into account the enrolments in primary grades and the workload in the different subjects in the secondary grades. And the Cluster-Principal of every School Cluster will be informed of the cadre thus determined.

d) The Cluster-Principal of a School Cluster will be consulted in posting new recruits to the Teaching Service to his Cluster.

e) The District Director of Education will consult the Cluster-Principal of School Clusters concerned when teachers are to be transferred from one Cluster to another.

f) Teachers who are already in service will be given the option of selecting the District in which they wish to serve, and will be transferred to the Districts of their choice as and when circumstances permit.

g) The effective deployment of teachers among the schools within a Cluster will be the responsibility of the Cluster-Principal.

THE STRUCTURE OF THE TEACHER EDUCATION COURSE

155. The present three-year course will be changed to a two-year institutional course, followed by a year of internship in selected schools, taking into account that the minimum qualifications for recruitment to the teaching profession will be 3 passes in the University Entrance Examination. Each course will be designed on the Course-Unit System. The whole course will be divided into units. Some units will pertain to the core - e.g. Principles of Education, Educational Psychology, Curriculum Development, Evaluation, Teaching Practice. There will be optional units from which trainees will select an appropriate number of those pertaining to the major and minor courses for specialisation e.g. Science, Mathematics, First Language, Social Studies, Technical subjects. In addition, there will be co-curricular subjects such as scouting, cadeting and community-oriented project work. Each course unit will carry certain credit points which will have to be earned by trainees to complete the training programme. To make the courses on Principles and Methods of Teaching more meaningful and to emphasise the importance of actual application in the teacher-training process, teaching practice will be done for half a term in the second term of the first year and a full term in the second term of the second year. For this purpose, each Training College will have a group of School Clusters to serve as practising schools.

156. The absence of a common central curriculum valid for all Training Colleges creates the need for internal examinations. In order to maintain desirable standards across the various regional Training Colleges, some external moderation will be necessary. Each course unit will be assessed at its completion and records will be maintained. Continuous assessment of course work will be done and the credit earned will form a component of the final assessment in all courses.

157. Modern assessment techniques will be adopted as far as possible e.g. objective tests station techniques in practical oral tests. Continuous assessment will be the dominant mode of assessment in teaching practice.

158. In the final assessment of the full course successful candidates will be awarded certificates at 2 levels :

a) Merit level, and
b) Pass level

Those who reach the higher level will be entitled to additional increments on their scale and given credit for promotion to higher grades.

159. Two modes will be used to ensure that all University graduate teachers get opportunities to receive teacher education :

i. Post-Graduate Teacher Education similar to the present Diploma-in-Education.
ii. A Pre-training scheme whereby prospective teachers receive teacher education during their first-degree courses.

REMUNERATION AND PROMOTIONAL PROSPECTS

160. At present there is a multiplicity of salary scales both at the points of entry into the Teaching Service and in subsequent promotional grades. These offer only a limited scope of promotion to the vast majority of teachers. In order to offer all teachers an attractive salary scale it is proposed to have one salary scale for all professionally and academically-qualified members of the Teaching Service. This would be substantially higher than the salary scales obtaining at present. However, teachers would be required to obtain further professional qualifications before going over efficiency bars.

161. Teachers and Lecturers, Training Masters, Instructors and Demonstrators in Teachers' Colleges who are not graduates or University Diploma Holders or trained teachers or not holding comparable qualifications will be allowed to continue on their present scales until they acquire qualifications similar to those of graduates /trained teachers, when they too will be placed on the proposed scale.

162. The inclusion of lecturers and similar personnel in the teaching service is intended to facilitate the flow of professionally competent teachers between schools and institutions engaged in curriculum development, teacher education and research. Teacher training has to be closely integrated with school-based activities. Hence the need to provide for the flow of teaching personnel between institutions engaged in curriculum design, teacher education, research and classroom instruction.

PRINCIPALS' SERVICE

163. a) Principals who are not in the Sri Lanka Education Service will form a service to be designated as Principals' Service, with an appropriate salary scale.

b) Absorption

i. Grade III Principals with 3 or more years of service in the Grade will be absorbed into the Principals' Service. Grade III Principals with less than 3 years of service in the Grade will be allowed to continue on their present scale until completion of 3 years of service in the Grade, when they, too, will be absorbed into the Principals' Service or will be allowed to join the Teaching Service under conditions applicable to that Service.

ii. Grade IV Principals with 5 or more years of service in the Grade will be absorbed into the Principals' Service. Grade IV Principals with less than 5 years of service in the Grade will be allowed to continue on their present scales until completion of 5 years of service in the Grade, when they, too, will be absorbed into the Principals' Service or will be allowed to join the Teaching Service under conditions applicable to that Service.

iii. Grade V Principals with 8 or more years of service in the Grade will be absorbed into the Principals' Service. Principals with less than 8 years in the grade, too, will be absorbed into the Principals' Service on completion of 8 years or will be allowed to join the Teaching Service under conditions applicable to that Service.

c) Recruitment

Graduates and Trained Teachers with over 5 years experience in the Teaching Service will be selected for appointment to the Principals' Service on the basis of an evaluation of their service records and their performance at a prescribed written examination and an interview.

REORGANIZATION OF THE S.L.E.S.

164. The current modes of recruitment of personnel to the S.L.E.S. and their subsequent training seem to discourage the emergence of an efficient educational administrative service. In order to transform the District Education Offices into full-fledged Departments managed by capable personnel, it is necessary to seek and promote the growth of a class of competent personnel by attracting talent to the Education Service through a scheme of recruitment and training, which has as its objective the selection and promotion of persons who have the potential to function as able administrators. The elements of such a scheme are embodied in the following proposals.

165. The Sri Lanka Education Service will form three classes :
Class I, II and III.

Class II and Class III will consist of officers in the general and special cadres. Officers in the special cadre of Class II and Class III of the S.L.E.S. will serve in the Departments of Examinations and Publications and in the Division of the Education Ministry dealing with Curriculum Development. Officers in a given Class will be distributed among the different cadres within the Class according to the needs of the Ministry. Transfers of officers from one cadre to another within a Class will be made with the concurrence of the Minister of Education.

166. Absorption

i. Directors of Education and comparable officers who are in Class I and Class II of the present S.L.E.S. will be absorbed into Class I of the proposed S.L.E.S.

ii. Chief Education Officers and comparable officers who are in Class IIIof the present S.L.E.S., will be absorbed into Class II of the proposed S.L.E.S.

iii. Officers in Class IV of the present S.L.E.S. will be absorbed into Class III of the proposed S.L.E.S.

iv. Officers in Class V of the present S.L.E.S. with 8 or more years of service in the class will also be absorbed into Class III of the proposed S.L.E.S. or will be given the option of joining the proposed Principals' Service.

v. Officers in Class V of the present S.L.E.S. with less than 8 years of service in the Class will be absorbed into the proposed Principals' Service or will be given the option of continuing on their present scales.

RECRUITMENT

167. Direct recruitment of officers in the S.L.E.S. will be at Class III level through a competitive examination :

a) A proportion of the vacancies in Class III will be filled with officers selected from among principals and teachers through a limited competitive examination.

b) The balance of the vacancies in Class III will be filled with officers selected from among graduates of recognized universities through an Open Competitive Examination.

Teachers and Principals who are graduates of recognized universities will be eligible to sit the Limited Competitive Examination or the Open Competitive Examination or both. A new recruit will be either in the General or the Special Cadre. During the probationary period of 3 years, an officer will be allowed, under special circumstances, to leave the General Cadre to join the Special Cadre or vice versa.

PROMOTION

168. a) Promotion of officers from one Class to another in the S.L.E.S. will be based on an evaluation of their service records and their performance at a written examination and an interview.

b) All posts in the Ministry and Departments will be graded and included in the corresponding S.L.E.S. Classes, and the persons who are selected to hold any such posts will be persons in the appropriate classes.

COMMITTEE TO REVIEW SALARIES AND OTHER INCENTIVES FOR TEACHERS

169. It is accepted that the salaries and other conditions of service of teachers are very much in need of review by a competent group. For this purpose a committee will be appointed. It will include representatives from the teaching profession. This committee will be called upon to examine the prevailing scales of salaries and other conditions of service of teachers and make proposals with a view to attracting young men and women of high calibre into the teaching profession and also once in the teaching service sustain their interest and commitment to the vocation. Some subjects that would receive the special attention of this Committee would be absenteeism among teachers, inducements to teachers to serve in difficult schools, special allowances for scarce categories, extra payment for co-curricular and other activities.

SUMMARY OF RECOMMENDATIONS

1. PRE–SCHOOL EDUCATION

The Government will not directly organise pre-school education but will formulate guidelines to help maintain satisfactory standards in pre-school institutions.

2. SCHOOL STRUCTURE

Age of admission to school and the number of grades in school will remain as at present - 5 years and 13 grades. However the composition of the 13 grades will change as follows :

It is felt that 5 years is adequate for primary education hence the reduction of the Primary schooling span from 6 years to 5 years.
Division of the secondary education span into two segments - with an examination at the level of the school clusters at grade 8 is expected to reduce early school drop-outs by prompting pupils to wait at least up to the certification at grade 8. This examination would be made a requisite qualification for admission to some vocational courses.

3. SCHOOL CLUSTERS

For the administration and development of the 9,500 schools in the country, they will be grouped into about 1,000 school clusters. Schools within cohesive geographical areas will be demarcated as clusters for purposes of better management

<table>
<tr><td rowspan="2"></td><td colspan="2">Primary</td><td colspan="3">Secondary</td><td>Exam</td><td>Pre-University</td><td>Exam</td></tr>
<tr><td>L. Kg.
1 Yr.</td><td>Grades
1 – 5
5 Years</td><td colspan="3">Grades 6 – 10
5 Years</td><td>End of Gr.10 GCE (O.L.) National level</td><td>Grades
11 – 12
2 Yrs.</td><td>End Gr.12 GCE (A.L.) National level</td></tr>
<tr><td rowspan="2">Proposed</td><td rowspan="2"></td><td>Grades
1 - 5</td><td>Junior Secondary Grades 6 – 8</td><td>Exam</td><td>Senior Secondary Gr.
9 – 11</td><td>Exam</td><td rowspan="2">Collegiate level Grades 12 – 13</td><td rowspan="2">End of Gr.13 University Entrance Exam National level</td></tr>
<tr><td>5
Years</td><td>3 Yrs.</td><td>End of Grade 8 School cluster level exam</td><td>3 Yrs.</td><td>End of Gr.11 GCE National level</td></tr>
</table>

i

and more rational development of schooling facilities for the areas. Each cluster will function as an administrative whole to meet the educational needs of the entire area it serves. Each cluster will have a pupil enrolment of about 3,000 pupils in about 10 schools. The parents of pupils attending the schools in a cluster will be prompted to perceive the resources of the entire cluster as being at the disposal of their children. It is expected that this arrangement will reduce the unhealthy rivalry for limited State resources among small individual schools. The chief executive of a school cluster will be designated the Cluster Principal. He will operate from the Core School of the cluster. A School Cluster Board with advisory functions will have the Cluster Principal as the Chairman and Principals and representatives from school Development societies from all schools as members. Community Oriented work/National Service etc. would be organised on a cluster basis. Implementation of this scheme will commence with a pilot stage.

4. UNITARY SCHOOLS

Some of the very large schools with ample resources at their command will be separately treated. It is felt that they would function better if they are given an opportunity to be more self-reliant. This will also release the State resources that would otherwise go into these schools to develop other schools. These will be designated as Unitary Schools and will not receive any capital funds from the State. However, salaries of employees will be paid from State funds.

5. SCHOOLS IN THINLY POPULATED AREAS

It is estimated that about 10% of the pupil population in the country will be in thinly populated areas that cannot adequately be covered either by school clusters or by Unitary schools. Separate provision will be made for the administration of these isolated schools.

6. CURRICULUM OF THE PRIMARY SCHOOL

In the primary grades the integrated curriculum as at present will continue but with more emphasis on the basic skills of reading, writing and number. English will continue to be taught as a second language from grade 3 upwards.

7. JUNIOR SECONDARY CURRICULUM

The curriculum at this stage will consist of the following subjects :

First Language
Mathematics
Religion
English
Science
Social Studies
Aesthetic Studies
Life Skills
Health & Physical Education

Schools wanting to do so may introduce Practical Sinhala/Tamil as a tenth subject. The new examination at the end of grade 8 will be held at the school cluster level but will have question papers set at the national level in First Language and Mathematics.

8. LIFE SKILLS

This new subject will replace the technical subjects in the present curriculum. The main aims of teaching this subject are :

To introduce the child to the 'world of work' and inculcate a positive attitude towards the world of work.

To provide for domestic skills, graded as appropriate for the age group to help the pupil acquire some familiarity and proficiency in the use of common tools and appliances.

To provide for certain pre-vocational skills and to give proficiency in simple skills relevant to a cluster of vocations.

To provide for an activity-based subject to give the non-academically oriented pupil meaningful learning activities in which he can excel.

9. SENIOR SECONDARY CURRICULUM (GRADES 9 - 11)

At this stage the following subjects will be taught :

First Language
Mathematics
Religion
English
Science
Social Studies
Aesthetic Studies
Technical Subjects
Health and Physical Education.

Schools wanting to do so may provide for Practical Sinhala/ Tamil as an alternative to Aesthetic Studies. Of these subjects only the following five will be tested at national level at GCE Examination.

First Language
Mathematics
English
Science
Social Studies

10. RELIGIOUS EDUCATION

A committee has been appointed to study all aspects of Religious Education at school. Therefore, proposals relating to the subject will have to await the report of this committee.

11. TEACHING OF ENGLISH

English will be taught from grade 3 upwards. However, initially resources will be concentrated on post-primary grades. Training of teachers for the teaching of English will receive special attention. Separate programmes for the teaching of English on an intensive basis will be organised in institutes coming under the Technical Education Authorities.

12. CAREER GUIDANCE AND COUNSELLING

Guidance and counselling will be treated as an essential component of school services. Guidance and counselling at school level will have two aspects – Maintenance of Pupil Personality Development Records and Career Guidance. Career Guidance will have the objectives of

i. providing specific information about employment opportunities,
ii. helping parents and pupils obtain a realistic assessment of the latter's potential and capabilities.

13. CURRICULAR ACTIVITIES

This important component of education which up to now has been confined to large schools will be extended to all schools with the formation of school clusters.

This will be organised under 3 categories :

a) Sports and Athletics
b) Cadeting, Scouting, Guiding etc.
c) Hobbies, Clubs, Project clubs etc.

14. WORK EXPERIENCE

The Ministry of Education and the National Youth Council will jointly prepare Work Experience Programmes and provide the machinery for their implementation. In addition Cadeting, Scouting etc. will be expanded and broadened to include elements of community service. Participation in Work Experience Programmes will be recognised as an additional qualification for entry to institutions of higher education or avenues of employment in the public sector.

15. COLLEGIATE LEVEL (GRADES 12 AND 13) AND UNIVERSITY ENTRANCE EXAMINATION

The role of these two last grades of the school system, will be accepted as being pre-University in nature and the courses will be academically oriented. Accordingly the examination at the end of grade 13 will be designated the University Entrance Examination. Eligibility conditions for the Collegiate course are intended to spare a large number of pupils the frustrating experience of pursuing a fruitless academic course and thereby forgoing technical/vocational training or employment opportunities for several years. The University Entrance Examination will be open only to school pupils. At this selection due notice will be taken of the fact that second attempt candidates have had a longer period of study.

16. OTHER MODES OF ENTRY TO THE UNIVERSITY

Recognising that the entry to the Universities via the University Entrance Examinations is available only to school pupils, other entrance examinations will be instituted. These will be less academically demanding and suitable for persons engaged in part time study. In this selection weightage will be given to Work Experience etc. A certain number of places in the University courses may even be reserved for those with in-career qualifications. Those holding diplomas may even be admitted to post graduate studies upon passing certain qualifying examinations.

17. COLLEGIATE LEVEL CURRICULUM

In these grades there will be two curricular streams –

i) Arts
ii) Science

The curriculum will consist of two parts :

Part I – a common core will utilise not more than ¼ of the teaching time and will have the following subjects :

i) Cultural Heritage and Socio-Economic Environment of Sri Lanka.
ii) First Language.
iii) English
iv) Work Experience through community oriented projects.

A list of subjects for Part II appears at page 13 of the text. For purposes of selection to the University a specified attainment in Part I will be only a qualifying requirement.

18. UNIVERSITIES

As other modes of tertiary education are being organised, the in-take to the Universities will be maintained at the present level and all energies will be harnessed

to upgrade the quality of the Universities so that they may be centres of excellence at the apex of education system of the country. They will devote more attention to post graduate work and research. The quality of the university staff will be maintained at a high level by providing better remuneration, more opportunities for graduate and post-doctoral studies in collaboration with foreign Universities, and exchange between senior personnel from the University and from industry, commerce, research etc., in public and private sectors.

19. OPEN UNIVERSITY

The strategy of the Open University will be significantly different from that of other universities. It will provide an opportunity for those in employment and others who cannot devote their full time for studies to re-enter the educational system by following courses at certificate, diploma under-graduate and post-graduate levels. It will concentrate initially on courses in Mathematics, Science, Management Studies and Technology.

20. TERTIARY EDUCATION COMMISSION (TEC)

In order to undertake the onerous task of expanding, diversifying and co - ordinating the wide variety of programmes that have to be organised outside the school system and the Universities, a Tertiary Education Commission will be set up. The T.E.C., will be responsible for :

a) the incorporation, co-ordination and overall development of institutes of higher education – Professional Colleges that would provide training for professions such as teaching, nursing, surveying, printing, accountancy, music and dancing.
b) providing vocational and technical education at all levels. This will be done through Technical Education Authorities (T.E.AA.)

Operating under the T.E.C. will be a Co-ordinator for Vocational and Technical Training who will be responsible for registering vocational and technical training programmes organised by the private sector. This will render assistance to private institutes wanting to develop their training programmes.

21. PROFESSIONAL COLLEGES

The non expansion of the Universities will be compensated for by the establishment of Professional Colleges to meet the trained man-power needs of the country's development programmes. These colleges will permit both direct and indirect entry and also full-time as well as part-time participation.

22. TECHNICAL EDUCATION AUTHORITIES (T.E.AA.)

Technical Education Authorities (T.E.AA.) will be established by the Tertiary Education Commission (T.E.C.). Their function will be to plan, organize and conduct or sponsor technical and vocational education programmes at all levels, carry out relevant testing and award certificates in conformity with T.E.C. specifications. The T.E.A. will provide :

a) technical and vocational training at :
   i) artisan and operational level
   ii) craftsman level
   iii) technician level
b) programmes for upgrading skills and for re-training
c) a vocational stream corresponding to grades 9 - 11 in the school system for students with an aptitude for vocational studies. Some vocational

clusters suggested are, Mechanical Technology, Electrical Mechanics, Building Technology, Automobile Mechanics, Home Economics, Agriculture, Fisheries, Commerce and a Vocational English stream.

23. VOCATIONAL ENGLISH STREAM

It is proposed to take in hand a certain percentage of pupils from grade 8 and give them an additional year of schooling during which period they will be exposed to a concentration not only of direct English Language Learning but also English as a medium of instruction in a few of the technical and vocational subjects.

The basis of selection of pupils for this course will be the aptitude for language learning and not competence in English per se. It is expected that this innovation will throw open attractive employment opportunities presently monopolised by children coming from English speaking homes to children outside this privileged group.

24. AGRICULTURE EDUCATION BOARD

This Board will co-ordinate the numerous activities in Agriculture Education, training etc., presently undertaken by a number of government agencies. It will also seek the collaboration of the private sector agencies in carrying out this undertaking. Much of Agricultural training takes the form of extension work with practising farmers. Institutional arrangements such as those organised by the T.E.C. may not be adequate for Agriculture education. Hence the need for a separate Board.

25. OPEN SCHOOL

The utilisation of the physical plant in the vast school system during the hours when the school is not in session for purposes of community education is facilitated by the grouping of schools into school clusters. Based on each school cluster there will be an "Open School" that will organise a variety of courses for various age groups in the community to meet their needs of vocational growth, personal enrichment and re-entry needs into the formal system.

26. THE NATIONAL EDUCATION COUNCIL

The N.E.C. will be the Advisory Body to the Government pertaining to innovation, co-ordination and rationalisation of educational policies. It has to be recognised that education is a sector of national activity in which stability arising from general consensus in regard to policies is of great importance. The Council will advise the government on matters referred to it and also offer advise on its own initiative. The members of the Council will be appointed by the President. The Council will be serviced by a secretariat.

27. EDUCATION ADVISORY BOARD

An Educational Advisory Board will be instituted to keep the policies of the Ministry of Education as well as their implementations under review.

28. NATIONAL EDUCATION CONVENTION

The Education Advisory Board will convene a National Education Convention once in two years. In the way of preparation of these, district education conferences will be held.

29. ORGANISATION OF THE EDUCATION MINISTRY

The Secretary to the Ministry will be responsible for enforcing the Education Law and Government policy under the general direction of the Minister of Education.

There will be 24 education districts co-extensive with the 24 administrative districts. Each district will have a Department of Education, headed by a Director of Education. The next level of planning, development and management will be the school cluster.

30. EXAMINATIONS

Concrete steps will be taken to minimize the harmful backlash effect of examinations on the learning-teaching process within the school and to maximize the role of examinations as an integral part of this process. With this in view the Department of examinations will be made to deal solely with school examinations and connected matters. It will divest itself of all other examination work which it now handles for various other government departments.

31. TEACHING SERVICE

Teachers will be recruited on a district basis. Recruits to the teaching service will be drawn from among University graduates and G.C.E. (A.L.) qualified persons. They will normally undergo a full course of appropriate pre-service training before being posted to schools.

32. SALARIES OF TEACHERS

There will be one salary scale for all professionally and academically qualified teachers. University graduate teachers will commence at a higher point on this scale.

33. COMMITTEE TO REVIEW SALARIES AND OTHER INCENTIVES FOR TEACHERS

It is accepted that the salaries and other conditions of service of teachers are very much in need of review by a competent group. For this purpose a committee will be appointed. It will include representatives from the teaching profession. This committee will be called upon to examine the prevailing scales of salaries and other conditions of service of teachers and make proposals with a view to attracting young men and women of high calibre into the teaching profession and also once in the teaching service sustain their interest and commitment to the vocation. Some subjects that would receive the special attention of this Committee would be absenteeism among teachers, inducements to teachers to serve in difficult schools, special allowances for scarce categories, extra payment for co-curricular and other activities.

34. S.L.E.S.

The Sri Lanka Education Service will be restructured into a service of three tiers comparable to other parallel services.

35. PRIVATE SCHOOLS

Registered private schools will be offered the opportunity to apply for,

a) joining the national system or
b) becoming aided non fee-levying schools.

Government will consider such applications on a case by case basis. All private schools will be required to publish audited annual statement of accounts.

EDUCATIONAL REFORMS COMMITTEE

Members : Mr Bogoda Premaratne ..... Chairman
Ven. Devamottawe Amarawansa Maha Thera
Rev. Fr. Bede Fernando
Mr Kenneth M. de Lanerolle
Professor L.G. Hewage
Mr E.L. Wijemanne
Mr L. Aelian Fernando
Mr H.P. Jayawardena
Mr Shafie Marikar
Dr K.D.P. Wickramasinghe
Al Haj M.A.M. Abdul Hassen
Dr W. Wimalananda Tennakoon
Mr S.U. Somasegaram
Mr K. Lakshmana Iyer
Dr M.A.M. Shukri
Mr K. Satchithananda
Mrs Lakshmi de S. Wijayaratne ..... Secretary

TERMS OF REFERENCE :

i) Objectives of Education in terms of State Policy.
ii) Structure of Education at
   a) Primary Level.
   b) Junior Secondary Level.
   c) Senior Secondary Level.
iii) Curricula, Methodology and Text-Books for
   a) Primary Level.
   b) Junior Secondary Level.
   c) Senior Secondary Level.
iv) Extra-curricular activities and relationship between the school and Community.

v) Implementation of the Educational Programme.

vi) Role, status and recruitment of
   a) The Head of the School.
   b) The Teacher.

vii) School Evaluation System.
   a) The process and mechanism for reviewing the progress of the implementation programme.
   b) Method and content of tests conducted by the school authorities.
   c) Public Examinations upto and including the Senior Secondary level (with particular reference to National Certificate of General Education and the Higher National Certificate of Education).

viii) Religious Education for school children.

ix) Pre-School Education.

x) Special Education for mentally retarded and physically handicapped children of school going age.

xi) Pirivena Education

xii) Vocational Training and Technical Education.

xiii) Non-Formal Education.

xiv) Teacher Education

xv) School Discipline.

xvi) Hours of Schooling.

xvii) School Uniforms.

xviii) The mid-day meal and other Welfare Services for school children.

xix) Facilities fees.

xx) Any other matters incidental to the above.

COMMITTEE ON TECHNICAL EDUCATION 1979

Membership :

1. Dr S. Gnanalingam, B.Sc.(Ceylon), M.A.,Ph.D.(Cantab.), - Chairman.
   Sen. Mem. I.E.E.E., C. Eng., F.I.E.E.
   Head, Section of Applied Physics and Electronics,
   Ceylon Institute of Scientific and Industrial Research.

2. Mr J.T.D. Dumbukola, B. Sc.(Agri.)(Hons.)(Ceylon),
   Additional Secretary, Ministry of Education.

3. Dr J.A. Gunawardena, B.Sc.Eng.(Ceylon), M.S.E.E.(Purdue),
   Ph.D. (Cantab.) C. Eng., M.I.E.E.
   Professor of Electrical Engineering, University of Peradeniya.

4. Dr U.S. Kuruppu, B.Sc.Eng. (Ceylon), Ph.D. (Cantab.),
   C.Eng., M.I.Mech.E., F.I.E.(Sri Lanka)
   Professor of Mechanical Engineering and Vice-Chancellor,
   University of Moratuwa.

5. Dr C. Patuwathavithane, B.Sc.Eng.(Ceylon), Ph.D. (London)
   C.Eng., M.I. Mech.E., F.I.E. (Sri Lanka)
   Associate Professor of Mechanical Engineering and Dean, Faculty of Engineering, University of Moratuwa.

6. Dr S.M.A. Perera, B.Sc.Eng.(Ceylon), Ph.D. (London),
   D.I.C., C.Eng., M.I.C.E., F.I.E.(Sri Lanka).
   Managing Director,
   Ceylon Development Engineering Co. Ltd.

7. Mr N. Samarasundera, B.A. (Ceylon), S.L.A.S.
Assistant Secretary,
Ministry of Higher Education.

8. Mr P.A.D. Jayaratne, G.C.S. (Class I)
Ministry of Higher Education. .....Secretary

TERMS OF REFERENCE :

i) To examine and make a comprehensive review of the organisation and facilities now available in the polytechnical/junior technical institutes for providing technical, agricultural, commercial and vocational education and training;

ii) To examine whether there is a justification for the courses presently being conducted at the above institutes in the context of estimated manpower requirements for the present and future development needs of the country;

iii) To make recommendations regarding reforms and changes that are necessary in the present set-up and any additional arrangements that may be needed in relation to technical, agricultural, commercial and vocational education and training which fall within the purview of the Ministry of Higher Education;

iv) To make recommendations regarding the staff development programmes that should be provided;

v) To provide data regarding the financial implications of the proposals made with regard to the provision of additional facilities and the reorganisation of the administration in respect of technical, agricultural, commercial and vocational education and training.

COMMITTEE ON NATIONAL APPRENTICESHIP TRAINING

Membership : 1. Mr H.D. Sugathapala ..... Chairman
2. Dr K. Poologasunderam
3. Mr G.J.B. Kiriella
4. Mr D. Amarasinghe
5. Mr P. Maddugoda ..... Member/Secretary

TERMS OF REFERENCE

A) To study and make recommendations on
   i. National Apprenticeship Act No.49 of 1971, National Apprenticeship Regulations No.1 of 1971, and National Apprenticeship Regulations No.1 of 1973;
   ii. Procedure for recruitment of apprentices for training;
   iii. Qualifications for being engaged as an apprentice;
   iv. Division of apprentices into categories and the period of apprenticeship training;
   v. Contract of apprenticeship and termination of such contract;
   vi. Practical training of apprentices and related instruction;
   vii. Placement services for apprentices who have completed training;
   viii. Such other matters as the Committee may deem relevant.

B) To study the provision of technical/vocational education and training in the country and make recommendations to :
   i) Integrate apprenticeship training with other forms of training for livelihood;
   and
   ii) Supplement such existing technical/vocational training programmes with apprenticeship to meet the requirements of trained personnel.